

Graduate Enrollment and Degrees:

2006 to 2016

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September 2017

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Quick Takes

The CGS/GRE Survey of Graduate Enrollment and Degrees is the comprehensive source of information for master's and doctoral program applications, enrollment, and degrees in the United States. This report highlights findings from Fall 2016 with detailed data tables. Below are several key points from this year's survey.

Highlights by Selected Degree Objectives. Master's education continues to be the large majority of the U.S. graduate education enterprise both in terms of the number of students enrolled and degrees awarded. However, the survey results also suggest robust increases in certificates awarded by participating institutions.

- *Master's Degrees.* The large majority (83.4%) of all first-time graduate students in Fall 2016 were enrolled in programs leading to a master's degree or a graduate certificate. Furthermore, the large majority (82.5%) of degrees awarded in 2015-16 were master's degrees, while the share of doctoral degrees was 11.3%, and that of graduate certificates was 6.2%. (For more details, see Tables B.6 and B.21)
- *Graduate Certificates.* The number of graduate certificates awarded by institutions participating in the survey increased by 11.8% between 2014-15 and 2015-16. Furthermore, some fields saw robust growth over the last five years, with an average annual increase of 22.6% for physical and earth sciences, 22.5% for engineering, and 21.4% for mathematics and computer sciences. (For more details, see Table C.28)

Highlights by Selected Broad Fields of Study. While the graduate education enterprise as a whole continues to grow, the growth was robust in some fields, and less so for others. This is likely a sign that the demand for master's and doctoral education continues to respond to changing workforce needs.

- *Education.* First-time graduate enrollment in education increased both at the master's level (2.3%) and the doctoral level (3.0%) between Fall 2015 and Fall 2016. The total graduate enrollment in education rebounded to positive (0.4%) in 2015-2016 after a downward trend over the previous five-year (-2.3%) and ten-year (-2.7%) period. Also, education awarded the largest share of graduate certificates in 2015-16 (30.9%). (For more details, see Tables B.22, C.12, C.13, and C.17)
- *Health Sciences.* There have been robust increases in awards of master's degrees (13.7%) and doctoral degrees (9.5%) in health sciences between 2014-15 and 2015-16. Health sciences also conferred a large share of the doctoral degrees (19.6%) and graduate certificates (14.4%) in 2015-16, second only to education. (For more details, see Tables B.22, C.29, and C.30)
- *Arts and Humanities.* Following the recent trend, total graduate applications in arts and humanities decreased 6.2% between Fall 2015 and Fall 2016. Graduate applications to doctoral programs in arts and humanities declined by 7.1% between Fall 2015 and Fall 2016, while master's/other applications declined by 4.9%. The total enrollment of arts and humanities decreased 2.5% at the doctoral level and 5.7% at the master's level. (For more details see, Tables C.2, C.3, C.22, and C.23)

Highlights by Selected Student Demographics. For the second year in a row, strong growth of underrepresented minority students contributed to a robust growth of first-time graduate enrollment by U.S. citizens and permanent residents. In contrast, first-time enrollment of international graduate students flattened between Fall 2015 and Fall 2016.

- *Underrepresented Minorities.* Among first-time U.S. citizens and permanent resident graduate students in the Fall of 2016, about 23.4% were underrepresented minorities, including American Indian/Alaska Native (0.5%), Black/African American (11.8%), Native Hawaiian/Other Pacific Islander (0.2%), and Hispanic/Latino (10.9%). Despite these healthy increases in first-time enrollment, minority students still remain substantially underrepresented, particularly in STEM fields. (For more details, see Table B.11)
- *American Indians and Alaska Natives.* Particularly notable among underrepresented minorities was that for two consecutive years, first-time graduate enrollment of American Indian and Alaska Native increased (5.4%). While American Indian/Alaska Native women saw a 10.6% increase in first-time graduate enrollment between Fall 2015 and Fall 2016, men's first-time enrollment declined by 4.4%. The growth appears to be linked in part to the 18.7% increase in first-time enrollment in education; the broad field in which most of the American Indian and Alaska Native students are enrolled. (For more details, see Tables C.6 and C.10)
- *International Students.* First-time graduate enrollment of international students flattened (-0.9%) between Fall 2015 and Fall 2016. However, the five-year average annual rate of change (7.8%), as well as, the ten-year average annual rate of change (7.4%) remains strong. Furthermore, in Fall 2016, international students accounted for 21.2% of first-time graduate students, a similar share as the prior year (22.0%). (For more details see, Tables B.8 and C.5)
- *Gender.* In Fall 2016, the majority of first-time graduate students at all degree levels were women – 58.9% at the master's degree and other level and 52.8% at the doctoral level. Women also earned the majority of graduate certificates (63.1%), master's degrees (57.4%), and doctoral degrees (52.1%) awarded by U.S. institutions in 2015-16. However, men still constituted a majority share of first-time graduate students in business, engineering, mathematics and computer sciences, and physical and earth sciences. Furthermore, while six out of ten (61.9%) first-time domestic graduate students were women, only four of ten (43.5%) first-time international graduate students were women. (For more details, see Tables B.7, B.10, B.23, B.24, and B.25)

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Introduction

The CGS/GRE Survey of Graduate Enrollment and Degrees is jointly sponsored by the Council of Graduate Schools (CGS) and the Graduate Record Examinations (GRE) Program. Conducted annually since 1986, the survey is designed to provide information about applications for admission to graduate school, graduate student enrollment, and graduate degrees and certificates conferred. Graduate education is a vital part of U.S. higher education. By providing an annual examination of trends in graduate applications, enrollment, and degrees, by broad field of study, degree level, and demographics, this report is essential for understanding the graduate education enterprise.

The CGS/GRE Survey of Graduate Enrollment and Degrees is the only national survey that collects data on first-time and total graduate enrollment across all fields of master's and research doctorate programs in the United States. It is also the only source of data on first-time and total graduate enrollment by degree level (master's versus research doctorate) and the only national survey that collects data on applications to graduate school by broad field of study.

The 2016 CGS/GRE Survey of Graduate Enrollment and Degrees was launched in November 2016 to the U.S.-based institutions that were members of the Council of Graduate Schools or one of the four regional graduate school associations—the Conference of Southern Graduate Schools (CSGS), the Midwestern Association of Graduate Schools (MAGS), the Northeastern Association of Graduate Schools (NAGS), and the Western Association of Graduate Schools (WAGS). This year's survey was sent to a total of 777 colleges and universities, and useable responses were received from institutions (N=625), for an overall response rate of 80%.

This report begins by highlighting the findings on the numbers of applications received from prospective graduate students for Fall 2016, first-time and total enrollment for Fall 2016, and the number of master's and doctoral degrees and other post-baccalaureate certificates conferred during the 2015-16 academic year. Then, this report describes some of the one-year comparisons and five- and ten-year average annual changes. Full data tables appear at the end of the report in Appendix B (Data Tables for Graduate Applications; First-Time Enrollment, and Total Enrollment, Fall 2016; and Degrees Conferred, 2015-16) and Appendix C (Data Tables for Trends in Graduate Applications; First-Time Enrollment; Total Enrollment; and Degrees Conferred, 2006 to 2016). Other appendices include, Appendix A (Definitions), Appendix D (Taxonomy of Fields of Study), and Appendix E (Survey Instrument).

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Thank you to CGS President Suzanne Ortega for her insights and guidance. Special thanks to K. Stone for her support in survey administration and production process of this report for the last three years. We wish her the very best for the new chapter in her life. Also, thanks to Katherine Hazelrigg for copy editing, and Robert Augustine, Beth Buehlmann, Julia Kent, and Kenneth Polishchuk for helpful feedback.

Last, and most importantly, special thanks to the graduate deans, institutional researchers, and other staff at the colleges and universities who completed the CGS/GRE Survey of Graduate Enrollment and Degrees this and every year. We are extremely grateful for the time and effort these and other persons gave to the survey project and report.

Graduate Applications, Enrollment, and Degrees: Fall 2016

More than 1.8 million graduate students were enrolled in graduate certificate, master's, or doctoral programs at U.S. graduate schools in Fall 2016, according to institutions responding to the 2016 CGS/GRE Survey of Graduate Enrollment and Degrees. Although total graduate enrollment only grew by 0.9% between Fall 2015 and Fall 2016, first-time graduate enrollment increased by 1.9%. The number of applications received by responding institutions also rose by 1.2% between Fall 2015 and Fall 2016. This section will highlight the state of graduate education with respect to applications for admission for Fall 2016, first-time and total enrollment in Fall 2016, and graduate degrees and certificates conferred in the 2015-16 academic year.

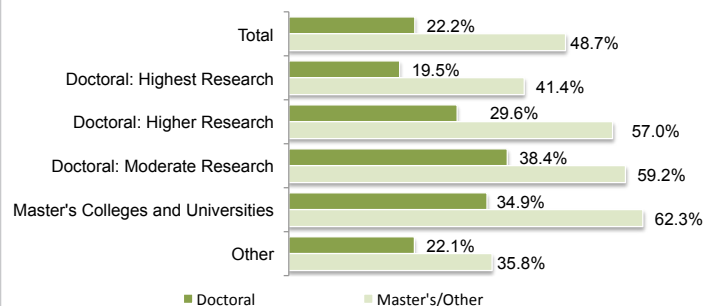
GRADUATE APPLICATIONS

Institutions responding to the 2016 CGS/GRE Survey of Graduate Enrollment and Degrees received approximately 2.2 million applications for admission to graduate programs for study beginning in Fall 2016. Public institutions received more than 1.3 million applications for Fall 2016, while private, not-for-profit institutions received nearly 817,302 graduate applications. About 70%, or 1,552,941, of the applications received by institutions responding to the survey were to master's/other programs. Even among highest research doctoral universities, 63% of applications received were to master's/other programs.

Acceptance rates for doctoral programs have traditionally been lower than acceptance rates for master's/other programs, and results from the 2016 survey were consistent with this pattern. Overall, 22.2% of doctoral applicants and 48.7% of master's/other applicants were accepted for admission. Private, not-for-profit institutions were generally more selective in terms of acceptance rates than public institutions. Doctoral programs at private, not-for-profit research universities with highest

research activity were most selective with acceptance rates of 14.1%. Master's/other programs at these universities were also more selective with an acceptance rate of 38.9% (Table B.1 and Figure 1).

Figure 1. Graduate application acceptance rates by Carnegie Classification and degree level, Fall 2016



Source: 2016 CGS/GRE Survey of Graduate Enrollment and Degrees, Table B.1

By broad field of study, the largest number of total applications for Fall 2016 were in engineering (322,120), business (277,060), and health sciences (276,886). Engineering, business, and health sciences alone accounted for 39.5% of all graduate applications for which the intended field of study was known. Among doctoral applicants, social and behavioral sciences was the largest broad field, accounting for 120,217, or 18.2%, of all doctoral applications. The broad field of social and behavioral sciences (15.1%) was also the second most selective field in terms of doctoral acceptance rates, trailing only the broad field of business (14.9%). Business received the largest number of applications at the master's/other level (254,626), closely followed by engineering (222,660). In terms of master's acceptance rates, mathematics and computer sciences (37.0%) was most selective, followed by arts and humanities (39.6%), engineering (41.1%), health sciences (41.1%), physical and earth sciences (42.3%), and business (49.0%) (Table B.2).

FIRST-TIME GRADUATE ENROLLMENT

A total of 522,131 graduate students enrolled for the first time in graduate certificate, education specialist, master's, or research doctoral programs in Fall 2016 at the institutions responding to the CGS/GRE Survey of Graduate Enrollment and Degrees. At those institutions, over one half of first-time graduate students (58.1%) were women (Table B.3).

Consistent with previous surveys, business (83,391), education (80,274), and health sciences (64,519) were the three largest broad fields of first-time graduate enrollment in Fall 2016. These three broad fields collectively represented 43.7% of first-time graduate enrollments. Institutions responding to the survey also reported that while women constitute more than three quarters of first-time graduate enrollment in fields of public administration and services (78.8%), health sciences (77.8%), and education (75.1%) in Fall 2016, they comprised much smaller portions of first-time enrollment in fields of engineering (26.2%), mathematics and computer sciences (34.4%), and physical and earth sciences (39.9%) (Table B.4 and Figure 2).

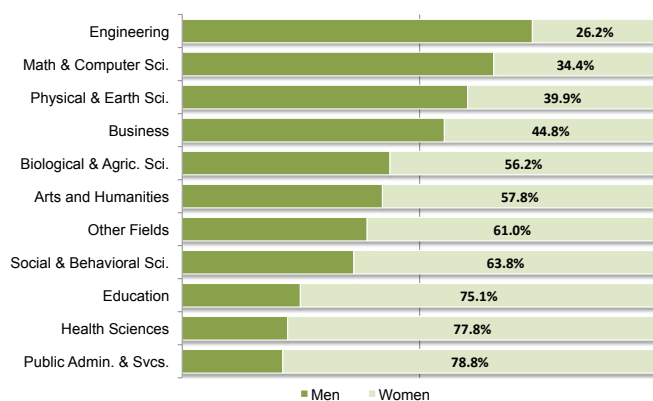
was particularly high in the broad fields of public administration and services (96.6%), business (94.8%), "other fields" (92.1%), and education (86.4%).¹ In contrast, the majority (60.8%) of first-time graduate enrollment in physical and earth science was in doctoral programs (Table B.6).

Roughly one third (34.1%) of all first-time master's and other students, whose fields of study were known, were enrolled in business (79,492) and education (70,087). At the doctoral level, the broad fields of health sciences (12,903), social and behavioral sciences (11,866), education (11,034), and engineering (10,319) were the largest, accounting for 53.0% of all first-time doctoral students (Table B.6).

In Fall 2016, women comprised a larger share of first-time enrollees at the master's and graduate certificate level (58.9%) than at the doctoral level (52.8%). However, in business, engineering, mathematics and computer sciences, and physical and earth sciences, men comprised a larger share of first-time enrollees both at the master's and doctoral level (Table B.7).

Consistent with past surveys, U.S. citizens and permanent residents constituted the majority of first-time graduate enrollments. Specifically, among first-time graduate enrollees in Fall 2016 for whom citizenship was known, 78.8% were U.S. citizens and permanent residents and 21.2% were temporary residents. The share of temporary residents among first-time graduate students was higher at private, not-for-profit universities (24.1%) than at public universities (20.3%). The share of temporary residents among full-time graduate students was the largest at doctoral universities with highest research activity (30.4%) (Table B.8). Temporary residents comprised the largest share of first-time graduate students in mathematics and computer sciences (60.7%), followed closely by engineering (55.7%). The share of temporary residents was smallest in public administration and services (3.8%), education (4.2%), and health sciences (5.2%) (Table B.9 and Figure 3). While 61.9% of first-time graduate enrollees who were U.S. citizens and permanent residents were women, 43.5% of first-

Figure 2. First-time graduate enrollment by broad field of study and gender, Fall 2016



Source: 2016 CGS/GRE Survey of Graduate Enrollment and Degrees, Table B.4

The large majority (83.4%) of all first-time graduate students in Fall 2016 were enrolled in programs leading to a master's degree or a graduate certificate. As a percentage of total first-time enrollment, graduate certificate and master's degree enrollment

¹ The "other fields" category includes the fields of Architecture and Environmental Design, Communications and Journalism, Family and Consumer Sciences, Library and Archival Sciences, and Religion and Theology (For more details, see Appendix D).

time graduate enrollees who were temporary residents were women (Table B.10).

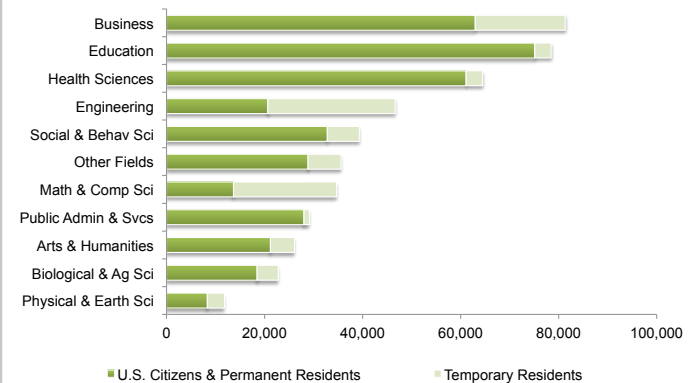
Despite modest increases in first-time graduate enrollment, the share of underrepresented minorities (URM) among U.S. citizens and permanent residents was similar to previous year (22.5%). In Fall 2016, approximately 23.4% of all first-time U.S. citizens and permanent resident enrollees were URM students, including American Indian/Alaska Native (0.5%), Black/African American (11.8%), Native Hawaiian/Other Pacific Islander (0.2%), and Hispanic/Latino (10.9%) (Table B.11 and Figure 4).

American Indian/Alaska Native, Black/African American, and Hispanic/Latino first-time graduate students remain particularly underrepresented in science, engineering, technology, and mathematics (STEM) fields. For example, only 3.6% of those enrolled for the first time in physical and earth sciences and 5.6% of first-time domestic students in engineering were Black/African American students. While only 3.6% of first-time students in education were Asians, they constituted a relatively large share of U.S. citizens and permanent residents enrolled for first time in mathematics and computer sciences (16.3%) and engineering (14.1%) fields (Table B.11). Tables B.3 to B.11 provide additional details regarding first-time graduate enrollment for Fall 2016.

TOTAL GRADUATE ENROLLMENT

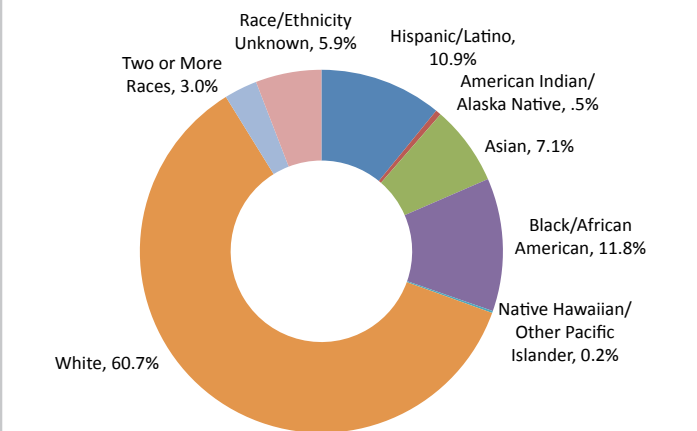
Institutions responding to the CGS/GRE survey enrolled more than 1.8 million graduate students in Fall 2016. Over one million of those graduate students, or 57.5%, were women. Interestingly, at highest research doctoral universities, men and women were almost equal in proportions with 49% men and 51% women among the graduate student body. Across all institutions that participating in this survey, 58.2% of graduate students were enrolled full time. The share of full-time students among all graduate students was the highest at private, not-for-profit highest research doctoral institutions with 71.6% of graduate students enrolled full time. In contrast, at public master's colleges and universities, 61.8% of graduate students were enrolled part time in Fall 2016 (Table B.12).

Figure 3. First-time graduate enrollment by broad field of study and citizenship, Fall 2016



Source: 2016 CGS/GRE Survey of Graduate Enrollment and Degrees, Table B.9

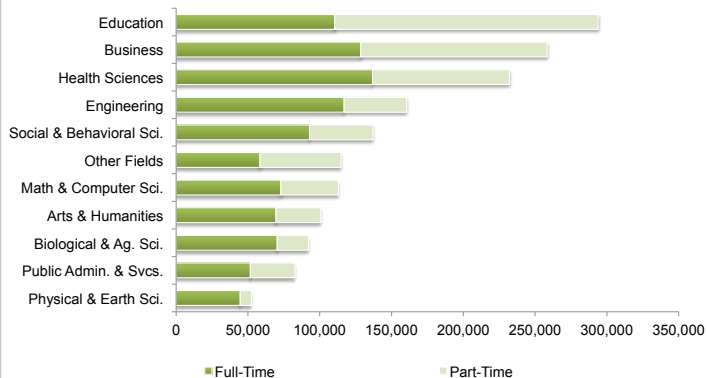
Figure 4. U.S. citizen and permanent resident first-time enrollment by race/ethnicity, Fall 2016



Source: 2016 CGS/GRE Survey of Graduate Enrollment & Degrees, Table B.11

The three largest broad fields of study: business, education, and health sciences, were also the fields with the largest proportions of part-time graduate students. Over six out of ten (62.4%) master's and doctoral students in education, one half (50.2%) in business, and 41.1% in health sciences were enrolled part time. In contrast, physical and earth sciences (15.1%), biological and agricultural sciences (23.6%), and engineering (27.1%) had relatively smaller proportions of graduate students enrolled part time in their programs (Table B.13 and Figure 5). Among graduate students in Fall 2016, men were more likely to be enrolled full time than women (61.2% and 55.9% respectively). However, a higher percentage of women than men were enrolled full time in engineering, mathematics and computer sciences, public administration and services, and social and behavioral sciences (Table B.14).

Figure 5. Total graduate enrollment by broad field of study and attendance status, Fall 2016



Source: 2016 CGS/GRE Survey of Graduate Enrollment and Degrees, Table B.13

Nearly three quarters (74.2%) of total graduate enrollment was in master’s programs, while 25.8% was in doctoral programs. In particular, graduate enrollment in business (93.7%) and public administration and services (92.5%) was heavily concentrated in master’s/other programs. In contrast, 73.6% of physical and earth sciences enrollment was at the doctoral level. However, across STEM fields, graduate enrollment was predominantly at the master’s level (Table B.15).

International graduate students constituted 18.9% of total enrollment in Fall 2016, compared with U.S. citizens and permanent residents, who constituted 81.1%. At the highest research doctoral institutions, the share of international students was 28.3% (Table B.17). The presence of international students was particularly high in mathematics and computer sciences (54.6%), engineering (54.3%), and physical and earth sciences (33.0%, Table B.18).

Among U.S. citizens and permanent residents, Blacks/African Americans were particularly underrepresented in several fields. While they constitute 12.4% of domestic graduate students, overall, they accounted for only 3.3% of physical and earth sciences. Similarly, they were underrepresented in arts and humanities (5.3%), engineering (5.7%), and biological and agricultural sciences (5.8%, Table B.20). Complete details of total enrollment findings by institution type, gender, attendance status, broad field, degree level, citizenship, and race/ethnicity appear in Tables B.12 to B.20.

GRADUATE CERTIFICATES AND DEGREES CONFERRED

Institutions responding to the CGS/GRE Survey of Graduate Enrollment and Degrees awarded a total of 694,537 graduate certificates and degrees in the academic year 2015-16 (July 1, 2015 through June 30, 2016). The large majority (572,907 or 82.5%) of degrees awarded in 2015-16 were master’s degrees, followed by doctoral degrees (78,744 or 11.3%), and graduate certificates (42,886 or 6.2%) (Table B.21).

By field of study, health sciences accounted for the largest number of doctoral degrees awarded in 2015-16, with 19.6% of the total, followed by engineering (13.6%), education (12.4%), social and behavioral sciences (12.4%), and biological and agricultural sciences (11.9%). At the master’s degree level, business and education were the largest broad fields of degrees awarded, accounting for 21.2% and 18.9%, respectively. While over one third of degree recipients in biological and agricultural sciences (29.4%) and physical and earth sciences (42.1%) were awarded doctoral degrees, more than nine out of ten degree recipients in business (93.6%) and public administration and services (93.1%) were awarded master’s degrees. Of the broad fields in this report, education (30.9%), business (14.7%), and health sciences (14.4%) had large shares of certificates awarded by institutions participating in this survey during 2015-16 (Table B.22).

Academic year 2015-16 marked the eighth consecutive year in which women earned the majority of degrees awarded at the doctoral level. Women earned 63.1% of the graduate certificates awarded in 2015-16, 57.4% of the master’s degrees, and 52.1% of the doctorates. However, in many STEM fields, men still earned the majority of graduate degrees and certificates. About three fourths of master’s degrees (74.8%) and doctoral degrees (77.2%) in engineering were earned by men. Similarly, 67.3% of master’s degrees and 74.2% of doctoral degrees in mathematics and computer sciences were earned by men (Tables B.23, B.24, and B.25).

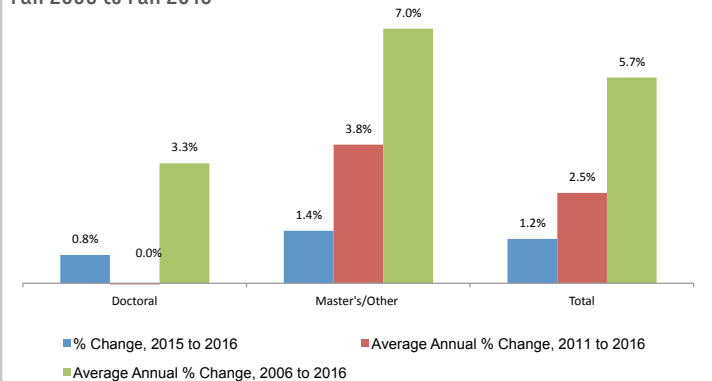
Trends in Graduate Applications, Enrollment, and Degrees: 2006 to 2016

For the fifth consecutive year, institutions responding to the CGS/GRE Survey of Graduate Enrollment and Degrees reported an increase in first-time enrollment. Though the 1.9% increase in first-time graduate enrollment between Fall 2015 and Fall 2016 was lower than the year before, the rate of growth for U.S. citizens and permanent residents was particularly robust. This section presents one-year comparisons; five- and ten-year average annual changes; and selected trends in graduate applications, first-time and total enrollment, and degrees conferred from universities that reported at all time periods. The findings are presented by broad field, degree level, institution type, 2015 Carnegie Classification, attendance status, gender, race/ethnicity, and citizenship status.

TRENDS IN GRADUATE APPLICATIONS

Between Fall 2015 and Fall 2016, applications for admission to U.S. graduate schools increased 1.2% at the institutions that responded to the CGS/GRE Survey of Graduate Enrollment and Degrees in both 2015 and 2016. Public institution application counts (1.6%) increased more than their private, not-for-profit counterparts (0.2%). In terms of the Fall 2016 application totals, public institutions (1,375,993) still far surpass their private, not-for-profit counterparts (817,302). Although there was a record number of applications, the one-year increase in graduate applications for Fall 2016 (1.2%) was smaller than the average annual growth seen over the past decade. Between Fall 2006 and Fall 2016, graduate applications grew at an average annual rate of 5.7%. The number of applications for admission to graduate schools also increased across highest research doctoral universities (1.3%) and moderate research doctoral universities (8.2%) between Fall 2015 and Fall 2016. However, higher research doctoral universities and master's colleges and universities reported a decrease in applications between Fall 2015 and Fall 2016 (2.8% and 0.6%, respectively) (Table C.1 and Figure 6).

Figure 6. Changes in graduate applications by degree level, Fall 2006 to Fall 2016



Note: Master's/Other includes applications to graduate-level certificate and education specialist programs.

Source: 2016 CGS/GRE Survey of Graduate Enrollment and Degrees, Table C.1

By broad field of study, the largest one-year increases in graduate applications occurred in the broad fields of mathematics and computer sciences (5.5%), physical and earth sciences (5.0%), business (3.2%), and biological and agricultural sciences (3.1%). Graduate applications decreased over the one-year period in arts and humanities (-6.2%), social and behavioral sciences (-3.2%), education (-2.7%), public administration and services (-2.3%), and engineering (-0.9%) (Table C.2). While the decline of graduate applications in arts and humanities appears to follow the trend from the last five years, the decline in engineering appears to be a deviation from recent trends. Similarly, one-year rates of change in application counts shifted drastically between Fall 2014/15 and Fall 2015/16 for mathematics and computer sciences (9.4% and 5.5%), physical and earth sciences (-3.1% and 5%), and health sciences (-1.9% and 2.8%). These large one-year changes in applications may be due to low base numbers of applications.

Applications for admission increased for both doctoral programs (0.8%) and master's/other programs (1.4%) between Fall 2015 and Fall 2016.

The five-year average annual rate of change in master's applications between Fall 2011 and Fall 2016 was 3.8%, and there was no change at the doctoral level. At the doctoral level, health sciences (12.1%) had the largest one-year increase of all broad fields of study. This was considerably a higher rate of increase, compared to the five-year average annual rate of change (4.7%). "Other fields" had the largest one-year decrease at the doctoral level (-14.5%), which follows the trend from the last five years (-4.2%). At the master's/other level, mathematics and computer sciences (8.4%) reported the highest one-year percentage. For more detailed information about trends in graduate applications, see Tables C.1 to C.3.

TRENDS IN FIRST-TIME GRADUATE ENROLLMENT

First-time graduate enrollment increased 1.9% between Fall 2015 and Fall 2016 at the institutions that responded to both the 2015 and 2016 CGS/GRE Surveys of Graduate Enrollment and Degrees, though this is a slower rate of growth than last year (3.9%). This marks the fifth consecutive year of increases in first-time graduate enrollment. The increase in first-time enrollment between Fall 2015 and Fall 2016 was smaller at public institutions (1.0%) than it was for private, not-for-profit institutions (3.7%), though public institutions still enroll the large majority of master's and doctoral students. By 2015 basic Carnegie Classification, first-time graduate enrollment rose 4.6% at doctoral universities with highest research activity, 0.7% at doctoral universities with moderate research activity, and 8.2% at other universities.² However, first-time graduate enrollment at doctoral universities with higher research activity and master's colleges and universities decreased by 2.4% and 1.5% respectively (Table C.4).

First-time graduate enrollment of temporary residents decreased 0.9% between Fall 2015 and Fall 2016. It is the first decrease since 2003, though the five-year average annual increase (7.8%) and ten-year average annual increase (7.4%) rates remain high. By contrast, first-time graduate enrollment reported a 3.2% increase among U.S. citizens and permanent residents between Fall

2015 and Fall 2016; though slightly lower than last year (3.8%), it is still a healthy increase. Recent increases in the first-time enrollment of domestic students, particularly URMs, are promising even as the five-year average (1.9%) and ten-year average (2.4%) annual increase rates remain low (Table C.5).

All underrepresented minority groups experienced larger growth in first-time enrollment than in the preceding year. Between Fall 2015 and Fall 2016, first-time enrollment increased 11.0% among Hispanics/Latinos, 3.6% among Black/African Americans, 7.8% among Asians/Pacific Islanders, and 5.4% among American Indian/Alaska Natives. Most notably, year-over-year increases in first-time graduate enrollment between Fall 2015 and Fall 2016 were significant for American Indian/Alaska Native students and Black/African American students, when compared to the prior year and to the ten-year averages. One-year rate of change in first-time graduate enrollment for each URM group, except for Black/African Americans, was greater than its respective five-year and ten-year average percentage change (Table C.5).

The increase in first-time graduate enrollment was greater for women (3.1%) than for men (0.3%) between Fall 2015 and Fall 2016. Among U.S. citizens and permanent residents, there was a 2.8% increase in first-time enrollment among men between Fall 2015 and Fall 2016, compared with a 3.6% increase among women. In contrast, among temporary residents, first-time graduate enrollment decreased 3.5% for men and increased 2.6% for women between Fall 2015 and Fall 2016 (Table C.6).

Of the broad fields of study, business (5.3%) reported the largest one-year gain in first-time graduate enrollment between Fall 2015 and Fall 2016. Biological and agricultural sciences (5.0%) reported the second largest gain in first-time graduate enrollment between Fall 2015 and Fall 2016; moreover, the rate of growth was substantially higher than what was reported in the prior year. Similarly, engineering fields reported a decrease in first-time graduate enrollment. The one-year change in first-time graduate enrollment in engineering was -0.9%, compared to 0.1% between

2 The "other universities" category includes baccalaureate institutions awarding fewer than 50 master's degrees or 20 doctorates per year, as well as institutions awarding graduate degrees where a high concentration of degrees is in a single field or set of related fields (For more details, see Appendix A).

Fall 2014 and Fall 2015. In contrast, the first-time graduate enrollment in arts and humanities decreased by 4.6% between Fall 2015 and Fall 2016 (Table C.7). In the decade spanning 2006 to 2016, increases in first-time enrollments have been particularly strong in the fields of business, mathematics and computer sciences, and health sciences (Figure 7).

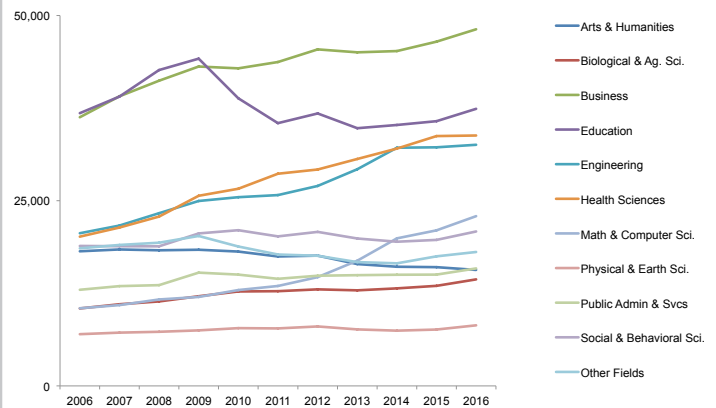
Among U.S. citizens and permanent residents, increases in first-time graduate enrollment were greater for Hispanics/Latinos (11.0%) than all other groups, including Blacks/African Americans (3.6%), Asian/Pacific Islanders (7.8%), American Indian/Alaska Natives (5.4%), and Whites (1.4%) between Fall 2015 and Fall 2016 (Table C.10). Despite strong one-year gains (5.4%), American Indian/Alaska Natives have experienced decreases in first-time enrollment over a 10-year (-0.5%) time period. For more detailed information about changes and trends in first-time graduate enrollment, see Tables C.4 through C.13.

TRENDS IN TOTAL GRADUATE ENROLLMENT

Total graduate enrollment increased 0.9% between Fall 2015 and Fall 2016 at the institutions responding to the CGS/GRE Survey of Graduate Enrollment and Degrees for both 2015 and 2016 (Table C.14), the third consecutive increase in total enrollment since 2010. Over the one-year period, total graduate enrollment increased 1.3% at public institutions; 2.5% at private, not-for-profit institutions; and the total graduate enrollment declined 2.6% at private, for-profit institutions.³ Between Fall 2011 and Fall 2016, total graduate enrollment average had no annual change. During the ten-year period between Fall 2006 and Fall 2016, total enrollment increased by the average annual rate of 1.1%.

Between Fall 2015 and Fall 2016, the total graduate enrollment decreased by 0.1% for U.S. citizens and permanent residents and increased by 2.4% for temporary residents. The different patterns between total graduate enrollment by citizenship and the first-time graduate enrollment by citizenship were due to different base numbers for total graduate enrollment and first-time graduate

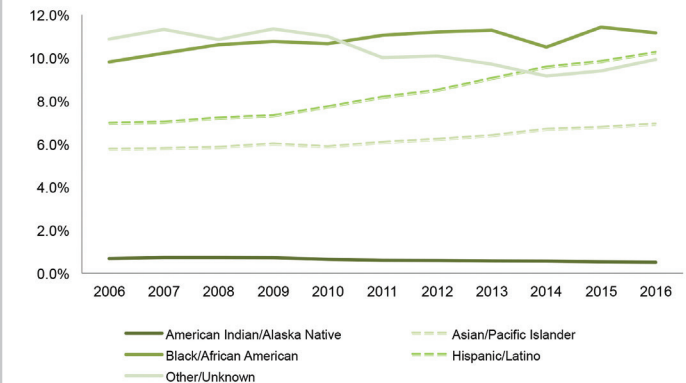
Figure 7. Trends in first-time graduate enrollment by field of study, Fall 2006 to Fall 2016



Note: Trends were developed based upon institutions that provided data for all years 2006 to 2016; therefore, the numbers of first-time enrollments do not match data in the tables.

Source: 2016 CGS/GRE Survey of Graduate Enrollment and Degrees

Figure 8. Percentage shares in total graduate enrollment of U.S. citizens and permanent residents by selected race/ethnicity, Fall 2006 to Fall 2016



Note: Trends were developed based upon institutions that provided data for all years 2006 to 2016; the numbers of first-time enrollments do not match data in the tables.

Source: 2016 CGS/GRE Survey of Graduate Enrollment and Degrees

enrollment. Total enrollment reflects trends of multiple preceding years (Table C.15). Total enrollment increased by 0.2% among men and 1.4% among women between Fall 2015 and Fall 2016 (Table C.16). Between Fall 2015 and Fall 2016, total enrollment increased 5.6% among Hispanic/Latinos and 2.8% among Asian/Pacific Islanders. During the same time period, total enrollment declined 3.7% for American Indian/Alaskan Natives, 1.7% for Black/African Americans, and 0.9% for Whites (Table C.20). The overall share of underrepresented

³ There are fewer private, for-profit institutions responded to the survey and not all institutions responded to all items across years.

minorities in total graduate enrollment among U.S. citizens and permanent residents remains relatively low. While the representation of Hispanic/Latino graduate students grew, the relative shares of American Indian/Alaska Native and Black/African American students were much slower to grow, or even declined slightly (Figure 8).

The largest one-year change in total graduate enrollment by broad field of study between Fall 2015 and Fall 2016 was mathematics and computer sciences (6.0%). There was also strong growth in business (2.7%), health sciences (2.3%), and “other fields” (2.1%). While these three fields reported the largest one-year increases, the broad fields of arts and humanities and social and behavioral sciences experienced decreases in total enrollment between 2015 and 2016 (-3.7% and -2.3%, respectively). The fields of arts and humanities (-3.5%), “other fields” (-3.3%), and education (-2.7%) reported the largest annual average rates of declines in total enrollment over the ten-year period between Fall 2006 and Fall 2016. More detailed information about changes and trends in total graduate enrollment can be found in Tables C.14 through C.23.

TRENDS IN GRADUATE CERTIFICATES AND DEGREES

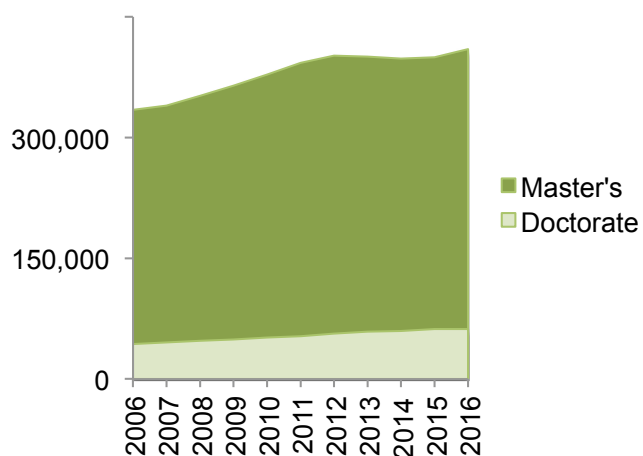
The number of doctoral degrees awarded increased 2.7% between 2014-15 and 2015-16 at institutions responding to the 2016 CGS/GRE Survey of Graduate Enrollment and Degrees. There was also a 3.2% increase in the number of master’s degrees awarded, and an 11.8% increase in the number of graduate certificates awarded. In the decade spanning 2006 to 2016, the average annual change in doctoral degree production (4.7%) was higher than that of master’s degree production (2.4%) (Table C.24). Since more master’s degrees are awarded than doctoral degrees, the total number of master’s degrees earned continues to far exceed the conferral of doctoral degrees (Figure 9).

Growth in doctoral degree production was strongest between Fall 2011 and Fall 2016 (4.1%) and over the ten-year period between Fall 2006 and Fall 2016 (4.7%), compared to master’s degree and graduate certificates. The larger five- and ten-year annual percentage changes of doctoral degree production was partly because the base rates of doctoral degrees awarded were lower. Over the one-year period between 2014-15 and 2015-16, doctoral degree production increased 2.4% at public institutions and 3.8% at private, not-for-profit institutions. In the decade spanning 2005-06 to 2015-16, doctoral degree production increased 4.5% at public institutions and 4.4% at private, not-for-profit institutions (Table C.24).

There was a 3.2% increase in master’s degree production between 2014-15 and 2015-16, a 0.9% average annual increase between 2010-11 and 2015-16, and a 2.4% average annual increase between 2005-06 and 2015-16. The average annual percent change for master’s degree production at public and private, not-for-profit institutions increased between the five- and ten-year intervals (Table C.24).

The 3.2% increase in degree production at the master’s level between 2014-15 and 2015-16 was composed of increases in nine broad fields of study and decreases in two others. The largest one-year increases in master’s degree production were in biological and agricultural sciences (15.2%), engineering (12.2%), and health sciences (13.7%), while arts and humanities reported the largest decline in master’s degree production (-3.7%) (Table C.29).

Figure 9. Trends in total graduate degrees awarded by level, Fall 2006 to Fall 2016



Note: Trends were developed based upon institutions that provided data for all years 2006 to 2016; therefore, the numbers of total degrees awarded do not match data in the tables.

Source: 2016 CGS/GRE Survey of Graduate Enrollment and Degrees

At the doctoral level, degree production increased in seven of eleven broad fields of study between 2014-15 and 2015-16, with one-year changes ranging from a high of 19% (business) to a low of 0.1% (arts and humanities). In the field of engineering, there was no change between 2015 and 2016. There was a decrease in doctoral production in mathematics and computer sciences (-5.3%), education (-2.9%), and social and behavioral sciences (-0.6%). Growth in doctoral degree production was modest in health sciences (9.5%) and physical and earth sciences (3.4%) (Table C.30). Additional information regarding changes and trends in graduate certificates and degrees awarded can be found in Tables C.24 through C.30.

APPENDIX A

Definitions

The CGS/GRE Survey of Graduate Enrollment and Degrees collects data on four aspects of graduate education:

Applications—Includes the number of completed applications for admission to U.S. graduate schools for the Fall term, the number of those applications accepted for admission, and the number of applications not accepted. Data are collected by fine field and degree level (master's and 'other' vs. doctoral). The applications data exclude individuals who applied as transfers or for readmission at the same institution.

First-Time Enrollment—Includes the number of students enrolled for the first time in graduate certificate, education specialist, master's, or doctoral programs for the Fall term. Data are collected by fine field, degree level (master's and 'other' vs. doctoral), gender, race/ethnicity, citizenship, and enrollment status (full-time/part-time).

Total Enrollment—Includes the total number of students enrolled (first-time and continuing students) in graduate certificate, education specialist, master's, or doctoral programs for the Fall term. Data are collected by fine field, degree level (master's and 'other' vs. doctoral), gender, race/ethnicity, citizenship, and enrollment status (full-time/part-time).

Degrees—Includes the number of master's and doctoral degrees and post-baccalaureate and post-master's certificates awarded in the U.S. in a given academic year (July 1 through June 30). Degree data are collected by fine field, degree level (graduate certificate, master's, and doctoral), and gender. The survey does not collect degree data by race/ethnicity or citizenship.

For both first-time and total enrollment, master's and 'other' enrollment is defined as the number of

students enrolled in programs specifically leading to the master's degree and other non-doctoral programs, such as graduate certificate programs and education specialist programs. Graduate certificates are awards that require the completion of an organized program of study generally equivalent to 15-18 credit hours beyond the bachelor's degree. Education specialist programs are generally equivalent to 30-45 credit hours beyond the master's degree. Doctoral enrollment is defined as the number of students enrolled in programs leading directly to the doctoral degree as well as the total number of students enrolled in doctoral programs where a master's degree is earned en route to the doctoral degree.

Full-time enrollment includes students enrolled for credit in graduate degree programs who are engaged full time in training activities in their field; these activities may include any appropriate combination of study, teaching, and research, depending on the responding institution's own policy. Part-time enrollment includes students enrolled in graduate degree programs who are not pursuing graduate work full-time as defined above.

The survey collects total data for each institution for the categories and variables listed above, as well as data for up to 51 individual fields of study. This report groups the data from the 51 fine fields of study into 11 broad fields. A special online report, Graduate Enrollment and Degrees by Fine Field, presents the fine field data for first-time enrollment, total enrollment, and degrees awarded and is available exclusively to CGS member institutions at www.cgsnet.org.

The survey excludes students applying to, enrolled in, or graduating from the following comprehensive list of first-professional programs: Chiropractic (D.C. or D.C.M.), Dentistry (D.D.S. or D.M.D.), Law (LL.B., J.D.), Medicine (M.D.), Optometry (O.D.), Osteopathic Medicine (D.O.), Pharmacy (Pharm.D.),

Podiatry (D.P.M., D.P., or Pod.D.), Theology (M.Div., M.H.L., B.D., or Ordination), and Veterinary Medicine (D.V.M.). Data for all other graduate-level programs are collected, including programs in other professional fields such as health sciences and business.

The racial/ethnic data included in this report are collected from institutional records based on graduate students' self-reports. Accordingly, the number of students in any given racial/ethnic category is subject to individual interpretation on the part of students as they complete registration forms. The citizenship and race/ethnicity categories are defined as follows:

Non-Resident Alien (Temporary Resident)—A person who is not a citizen, national, or permanent resident of the U.S., and who is in the country on a visa or temporary basis and does not have the right to remain indefinitely.

Hispanic/Latino—A U.S. citizen or permanent resident of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

American Indian/Alaska Native—A U.S. citizen or permanent resident having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community recognition.

Asian—A U.S. citizen or permanent resident having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Malaysia, Pakistan, the Philippines, South Korea, Thailand, and Vietnam.

Black/African American—A U.S. citizen or permanent resident having origins in any of the black racial groups of Africa (except those of Hispanic origin).

Native Hawaiian/Other Pacific Islander—A U.S. citizen, permanent resident, or national having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific islands.

White—A U.S. citizen or permanent resident having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

Two or More Races—A U.S. citizen or permanent resident having origins in any two or more of the following race categories: American Indian/Alaska Native, Asian, Black/African American, Native Hawaiian/Other Pacific Islander, or White.

Race/Ethnicity Unknown—Includes U.S. citizens and permanent residents whose race/ethnicity is not known.

Citizenship Unknown—Includes individuals whose citizenship is not known.

Two significant changes to the race/ethnicity categories occurred starting with the 2010 data collection cycle. The first change divided the previous Asian/Pacific Islander category into two separate categories: Asian and Native Hawaiian/Other Pacific Islander. The second change split the previous Other/Unknown category into three separate categories: Two or More Races, Race/Ethnicity Unknown, and Citizenship Unknown. The findings regarding the current academic year are based on the new race/ethnicity categories. Readers of this report should not directly compare the figures in this report to those that appeared in editions of this report issued prior to 2010. Findings regarding changes and trends are aggregated to correspond with the earlier definitions of Asian/Pacific Islander and Other/Unknown, to permit a comparable examination.

In some sections of this report, data are presented by Carnegie Classification based on the 2015 Carnegie Classification of Institutions of Higher Education, using the "basic" classification. The 33 "basic" classification categories are aggregated to five categories in this report as follows:

Doctoral Universities (highest research activity)—Universities with highest research activity that award at least 20 doctorates per year.

Doctoral Universities (higher research activity)—Universities with higher research activity that award at least 20 doctorates per year.

Doctoral Universities (moderate research activity)—Universities with moderate research activity that award at least 20 doctorates per year.

Master’s Colleges and Universities—Institutions that award at least 50 master’s degrees and fewer than 20 doctorates per year.

Other—Includes baccalaureate institutions awarding fewer than 50 master’s degrees or 20 doctorates per year, as well as institutions awarding graduate degrees where a high concentration of degrees is in a single field or set of related fields (e.g., theological seminaries, medical schools, health profession schools, schools of engineering, etc.).

Since the institutions responding to the survey differ slightly from year-to-year, the trend data are limited to only those institutions that responded to the CGS/GRE Survey of Graduate Enrollment and Degrees in those years being compared.

One-year Comparisons—One-year comparisons, which are reported as percentages, are based on data collected from only those institutions that responded to both the 2015 and 2016 surveys.

Five-year Average Annual Changes—Five-year average annual changes, which are reported as percentages, are based on data collected from only those institutions that responded to both the 2011 and 2016 surveys.

Ten-year Average Annual Changes—Ten-year average annual changes, which are reported as percentages, are based on data collected from only those institutions that responded to both the 2006 and 2016 surveys.

Trend Lines—Trend lines were constructed using data collected from only those institutions that responded to all surveys 2006 through 2016.

OTHER NOTES

In some cases, survey respondents were unable to provide data for one or more categories or variables. Thus, not all tables and figures in this report include data from all 625 institutions that responded to the 2016 CGS/GRE Survey of Graduate Enrollment and Degrees. Data were not imputed for missing fields or for non-responding institutions.

Due to the small numbers of for-profit institutions providing data on graduate applications and first-time graduate enrollment, their data are suppressed from this report. The total graduate enrollment and graduate certificates and degrees awarded for for-profit institutions are reported in this report; however, given the small number of institutions participating in this survey, the data may not be representative of all for-profit institutions in the U.S.

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APPENDIX B

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Table B.1: Applications for Admission to Graduate School by Institution Type, Carnegie Classification, and Degree Level, Fall 2016

Carnegie Classification and Institution Type **	Doctoral			Master's/Other *			Total		
	Total	Accepted Applications		Total	Accepted Applications		Total	Accepted Applications	
Total	660,770	146,559	22.2%	1,552,941	756,187	48.7%	2,215,535	903,656	40.8%
<i>Public</i>	405,073	97,713	24.1%	970,652	475,716	49.0%	1,375,993	573,604	41.7%
<i>Private, not-for-profit</i>	249,747	46,331	18.6%	565,999	273,048	48.2%	817,302	320,114	39.2%
<i>Private, for-profit</i>	S	S		S	S		S	S	
Doctoral: Highest Research	505,554	98,695	19.5%	871,670	360,963	41.4%	1,377,224	459,658	33.4%
<i>Public</i>	326,988	73,463	22.5%	575,794	245,921	42.7%	902,782	319,384	35.4%
<i>Private, not-for-profit</i>	178,566	25,232	14.1%	295,876	115,042	38.9%	474,442	140,274	29.6%
<i>Private, for-profit</i>	N/A	N/A		N/A	N/A		N/A	N/A	
Doctoral: Higher Research	80,491	23,826	29.6%	237,252	135,190	57.0%	317,743	159,016	50.0%
<i>Public</i>	43,177	15,209	35.2%	153,944	85,150	55.3%	197,121	100,359	50.9%
<i>Private, not-for-profit</i>	37,314	8,617	23.1%	83,308	50,040	60.1%	120,622	58,657	48.6%
<i>Private, for-profit</i>	N/A	N/A		N/A	N/A		N/A	N/A	
Doctoral: Moderate Research	26,323	10,119	38.4%	128,141	75,893	59.2%	154,464	86,012	55.7%
<i>Public</i>	12,584	3,401	27.0%	61,588	36,167	58.7%	74,172	39,568	53.3%
<i>Private, not-for-profit</i>	11,536	5,137	44.5%	64,068	37,496	58.5%	75,604	42,633	56.4%
<i>Private, for-profit</i>	S	S		S	S		S	S	
Master's Colleges and Universities	25,230	8,797	34.9%	268,302	167,121	62.3%	295,356	176,828	59.9%
<i>Public</i>	9,619	3,568	37.1%	167,533	104,630	62.5%	177,420	108,373	61.1%
<i>Private, not-for-profit</i>	15,611	5,229	33.5%	100,769	62,491	62.0%	117,936	68,455	58.0%
<i>Private, for-profit</i>	N/A	N/A		N/A	N/A		N/A	N/A	
Other	23,172	5,122	22.1%	47,576	17,020	35.8%	70,748	22,142	31.3%
<i>Public</i>	12,705	2,072	16.3%	11,793	3,848	32.6%	24,498	5,920	24.2%
<i>Private, not-for-profit</i>	6,720	2,116	31.5%	21,978	7,979	36.3%	28,698	10,095	35.2%
<i>Private, for-profit</i>	N/A	N/A		N/A	N/A		N/A	N/A	

* Includes applications to graduate-level certificate and education specialist programs.

** See pages 20-21 for information about the Carnegie Classification system.

Notes: Because not all institutions responded to all items, details may not sum to totals. N/A = Not applicable. S = Suppressed due to small number of institutional respondents in this category.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table B.2: Applications for Admission to Graduate School by Broad Field and Degree Level, Fall 2016

Broad Field	Doctoral			Master's/Other*			Total		
	Total	Accepted Applications		Total	Accepted Applications		Total	Accepted Applications	
Total	660,770	146,559	22.2%	1,552,941	756,187	48.7%	2,215,535	903,656	40.8%
Arts and Humanities	57,074	10,817	19.0%	92,998	36,857	39.6%	150,072	47,687	31.8%
Biological and Agricultural Sciences	76,505	15,087	19.7%	52,601	24,991	47.5%	129,228	40,141	31.1%
Business	22,430	3,349	14.9%	254,626	124,712	49.0%	277,060	128,065	46.2%
Education	26,896	11,773	43.8%	127,859	90,825	71.0%	154,821	102,654	66.3%
Engineering	99,340	23,703	23.9%	222,660	91,572	41.1%	322,120	115,358	35.8%
Health Sciences	81,581	18,634	22.8%	187,716	77,242	41.1%	276,886	97,301	35.1%
Mathematics and Computer Sciences	49,301	10,973	22.3%	192,425	71,123	37.0%	241,759	82,125	34.0%
Physical and Earth Sciences	66,630	16,380	24.6%	17,989	7,609	42.3%	84,716	24,037	28.4%
Public Administration and Services	3,576	1,035	28.9%	67,799	44,195	65.2%	71,515	45,230	63.2%
Social and Behavioral Sciences	120,217	18,127	15.1%	88,322	52,084	59.0%	208,539	70,211	33.7%
Other Fields	16,185	4,438	27.4%	98,690	56,767	57.5%	114,875	61,205	53.3%

* Includes applications to graduate-level certificate and education specialist programs.

Notes: Because not all institutions responded to all items, details may not sum to totals. See Appendix D for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table B.3: First-Time Graduate Enrollment by Institution Type, Carnegie Classification, Gender, and Attendance Status, Fall 2016

Carnegie Classification and Institution Type *	Total	Men	Women	Full-Time	Part-Time				
Total	522,131	214,423	41.9%	296,839	58.1%	354,664	67.9%	167,345	32.1%
<i>Public</i>	319,170	136,854	43.0%	181,092	57.0%	214,814	67.3%	104,356	32.7%
<i>Private, not-for-profit</i>	177,149	71,740	40.7%	104,575	59.3%	126,308	71.3%	50,719	28.7%
<i>Private, for-profit</i>	S	S		S		S		S	
Doctoral: Highest Research	236,184	112,961	48.1%	121,999	51.9%	187,309	79.3%	48,875	20.7%
<i>Public</i>	165,119	78,668	48.0%	85,227	52.0%	128,179	77.6%	36,940	22.4%
<i>Private, not-for-profit</i>	71,065	34,293	48.3%	36,772	51.7%	59,130	83.2%	11,935	16.8%
<i>Private, for-profit</i>	N/A	N/A		N/A		N/A		N/A	
Doctoral: Higher Research	87,142	36,302	41.7%	50,840	58.3%	57,258	65.7%	29,884	34.3%
<i>Public</i>	58,054	24,554	42.3%	33,500	57.7%	37,184	64.1%	20,870	35.9%
<i>Private, not-for-profit</i>	29,088	11,748	40.4%	17,340	59.6%	20,074	69.0%	9,014	31.0%
<i>Private, for-profit</i>	N/A	N/A		N/A		N/A		N/A	
Doctoral: Moderate Research	71,114	21,175	34.0%	41,128	66.0%	38,962	54.8%	32,152	45.2%
<i>Public</i>	24,260	8,693	35.8%	15,567	64.2%	12,757	52.6%	11,503	47.4%
<i>Private, not-for-profit</i>	26,195	9,384	35.8%	16,811	64.2%	16,686	63.7%	9,509	36.3%
<i>Private, for-profit</i>	S	S		S		S		S	
Master's Colleges and Universities	112,182	38,122	34.2%	73,226	65.8%	59,352	53.0%	52,708	47.0%
<i>Public</i>	67,517	23,660	35.0%	43,857	65.0%	33,597	49.8%	33,920	50.2%
<i>Private, not-for-profit</i>	44,665	14,462	33.0%	29,369	67.0%	25,755	57.8%	18,788	42.2%
<i>Private, for-profit</i>	N/A	N/A		N/A		N/A		N/A	
Other	15,509	5,863	37.8%	9,646	62.2%	11,783	76.0%	3,726	24.0%
<i>Public</i>	4,220	1,279	30.3%	2,941	69.7%	3,097	73.4%	1,123	26.6%
<i>Private, not-for-profit</i>	6,136	1,853	30.2%	4,283	69.8%	4,663	76.0%	1,473	24.0%
<i>Private, for-profit</i>	N/A	N/A		N/A		N/A		N/A	

* See pages 20-21 for information about the Carnegie Classification system.

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known gender or attendance status. N/A = Not applicable. S = Suppressed due to small number of institutional respondents in this category.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table B.4: First-Time Graduate Enrollment by Broad Field, Gender, and Attendance Status, Fall 2016

Broad Field	Total	Men	Women	Full-Time	Part-Time				
Total	522,131	214,423	41.9%	296,839	58.1%	354,664	67.9%	167,345	32.1%
Arts and Humanities	25,940	10,919	42.2%	14,980	57.8%	20,893	80.5%	5,047	19.5%
Biological and Agricultural Sciences	22,583	9,888	43.8%	12,695	56.2%	19,111	84.6%	3,472	15.4%
Business	83,391	44,498	55.2%	36,091	44.8%	54,501	65.4%	28,870	34.6%
Education	80,274	19,126	24.9%	57,696	75.1%	37,128	46.3%	43,042	53.7%
Engineering	45,898	33,813	73.8%	12,012	26.2%	38,074	83.0%	7,824	17.0%
Health Sciences	64,519	14,296	22.2%	50,138	77.8%	44,061	68.3%	20,458	31.7%
Mathematics and Computer Sciences	34,912	22,711	65.6%	11,898	34.4%	26,880	77.0%	8,032	23.0%
Physical and Earth Sciences	11,779	7,082	60.1%	4,697	39.9%	10,642	90.3%	1,137	9.7%
Public Administration and Services	29,279	6,164	21.2%	22,964	78.8%	20,220	69.1%	9,059	30.9%
Social and Behavioral Sciences	40,499	13,922	36.2%	24,561	63.8%	30,451	75.2%	10,048	24.8%
Other Fields	35,703	13,836	39.0%	21,658	61.0%	23,336	65.4%	12,367	34.6%

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known gender or attendance status. See Appendix D for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table B.5: First-Time Graduate Enrollment by Gender, Attendance Status, and Broad Field, Fall 2016

Broad Field	Men		Women					
	Full-Time	Part-Time	Full-Time	Part-Time				
Total	154,969	72.3%	59,454	27.7%	194,757	65.6%	102,082	34.4%
Arts and Humanities	8,978	82.2%	1,941	17.8%	11,885	79.3%	3,095	20.7%
Biological and Agricultural Sciences	8,388	84.8%	1,500	15.2%	10,723	84.5%	1,972	15.5%
Business	29,911	67.2%	14,580	32.8%	23,566	65.3%	12,512	34.7%
Education	9,278	48.6%	9,832	51.4%	26,380	45.8%	31,228	54.2%
Engineering	27,813	82.3%	6,000	17.7%	10,190	84.8%	1,822	15.2%
Health Sciences	10,552	73.8%	3,744	26.2%	33,425	66.7%	16,713	33.3%
Mathematics and Computer Sciences	17,232	75.9%	5,479	24.1%	9,511	79.9%	2,387	20.1%
Physical and Earth Sciences	6,434	90.9%	648	9.1%	4,208	89.6%	489	10.4%
Public Administration and Services	4,085	66.3%	2,079	33.7%	16,074	70.0%	6,890	30.0%
Social and Behavioral Sciences	10,766	77.3%	3,156	22.7%	19,160	78.0%	5,401	22.0%
Other Fields	9,359	67.6%	4,477	32.4%	13,900	64.2%	7,758	35.8%

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known attendance status. See Appendix D for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table B.6: First-Time Graduate Enrollment by Broad Field and Degree Level, Fall 2016

Broad Field	Total	Doctoral		Master's/Other *	
Total	522,131	87,019	16.6%	438,165	83.4%
Arts and Humanities	25,940	5,704	21.8%	20,445	78.2%
Biological and Agricultural Sciences	22,583	8,280	36.2%	14,583	63.8%
Business	83,391	4,335	5.2%	79,492	94.8%
Education	80,274	11,034	13.6%	70,087	86.4%
Engineering	45,898	10,319	22.1%	36,375	77.9%
Health Sciences	64,519	12,903	19.9%	51,905	80.1%
Mathematics and Computer Sciences	34,912	4,841	13.8%	30,220	86.2%
Physical and Earth Sciences	11,779	7,215	60.8%	4,648	39.2%
Public Administration and Services	29,279	992	3.4%	28,383	96.6%
Social and Behavioral Sciences	40,499	11,866	29.2%	28,704	70.8%
Other Fields	35,703	2,832	7.9%	32,925	92.1%

* Includes first-time enrollment in graduate-level certificate and education specialist programs.

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known degree levels. See Appendix D for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table B.7: First-Time Graduate Enrollment by Degree Level, Gender, and Broad Field, Fall 2016

Broad Field	Doctoral				Master's/Other *			
	Men		Women		Men		Women	
Total	37,895	47.2%	42,309	52.8%	178,213	41.1%	255,898	58.9%
Arts and Humanities	2,734	48.1%	2,955	51.9%	8,286	40.6%	12,126	59.4%
Biological and Agricultural Sciences	3,812	46.0%	4,468	54.0%	6,190	42.4%	8,393	57.6%
Business	1,364	55.7%	1,086	44.3%	43,403	55.2%	35,162	44.8%
Education	2,746	32.4%	5,723	67.6%	16,596	24.0%	52,571	76.0%
Engineering	7,511	73.1%	2,769	26.9%	26,900	74.0%	9,441	26.0%
Health Sciences	3,639	28.3%	9,242	71.7%	10,726	20.7%	41,116	79.3%
Mathematics and Computer Sciences	3,366	72.6%	1,271	27.4%	19,438	64.5%	10,683	35.5%
Physical and Earth Sciences	4,607	63.9%	2,608	36.1%	2,529	54.4%	2,119	45.6%
Public Administration and Services	306	34.1%	591	65.9%	5,876	20.7%	22,451	79.3%
Social and Behavioral Sciences	4,166	38.0%	6,786	62.0%	9,789	35.5%	17,813	64.5%
Other Fields	1,287	48.2%	1,383	51.8%	12,556	38.2%	20,322	61.8%

* Includes first-time enrollment in graduate-level certificate and education specialist programs.

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known gender. See Appendix D for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table B.8: First-Time Graduate Enrollment by Institution Type, Carnegie Classification, and Citizenship, Fall 2016

Institution Type and Carnegie Classification *	Total	U.S. Citizens and Permanent Residents		Temporary Residents	
Total	522,131	407,192	78.8%	109,274	21.2%
Institution Type					
Public	319,170	255,231	79.7%	64,978	20.3%
Private, not-for-profit	177,149	134,203	75.9%	42,516	24.1%
Private, for-profit	S	S		S	
Carnegie Classification *					
Doctoral: Highest Research	236,184	166,399	69.6%	72,644	30.4%
Doctoral: Higher Research	87,142	70,237	80.2%	17,313	19.8%
Doctoral: Moderate Research	71,114	57,725	89.2%	6,983	10.8%
Master's Colleges and Universities	112,182	99,649	90.9%	10,033	9.1%
Other	15,509	13,182	85.1%	2,301	14.9%

* See pages 20-21 for information about the Carnegie Classification system.

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known citizenship. S = Suppressed due to a small number of institutional respondents in this category.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table B.9: First-Time Graduate Enrollment by Broad Field and Citizenship, Fall 2016

Broad Field	Total	U.S. Citizens and Permanent Residents		Temporary Residents	
Total	522,131	407,192	78.8%	109,274	21.2%
Arts and Humanities	25,940	21,200	81.2%	4,916	18.8%
Biological and Agricultural Sciences	22,583	18,478	81.0%	4,336	19.0%
Business	83,391	62,988	77.5%	18,339	22.5%
Education	80,274	75,117	95.8%	3,332	4.2%
Engineering	45,898	20,668	44.3%	25,989	55.7%
Health Sciences	64,519	61,118	94.8%	3,380	5.2%
Mathematics and Computer Sciences	34,912	13,655	39.3%	21,070	60.7%
Physical and Earth Sciences	11,779	8,323	70.2%	3,525	29.8%
Public Administration and Services	29,279	28,037	96.2%	1,111	3.8%
Social and Behavioral Sciences	40,499	32,803	83.4%	6,524	16.6%
Other Fields	35,703	28,876	81.1%	6,715	18.9%

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known citizenship. See Appendix D for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table B.10: First-Time Graduate Enrollment by Citizenship, Race/Ethnicity, and Gender, Fall 2016

Citizenship and Race/Ethnicity	Total	Men		Women	
Total	522,131	214,423	41.9%	296,839	58.1%
U.S. Citizens and Permanent Residents	407,192	153,311	38.1%	249,280	61.9%
Hispanic/Latino	44,497	15,880	35.9%	28,321	64.1%
<i>Non-Hispanic:</i>					
American Indian/Alaska Native	2,037	666	33.5%	1,321	66.5%
Asian	28,972	12,685	44.2%	16,037	55.8%
Black/African American	48,390	14,565	30.9%	32,499	69.1%
Native Hawaiian/Other Pacific Islander	742	277	38.4%	444	61.6%
White	247,716	95,969	39.0%	149,905	61.0%
Two or More Races	12,069	4,329	36.3%	7,583	63.7%
Race/Ethnicity Unknown	23,952	9,276	39.8%	14,017	60.2%
Temporary Residents	109,274	61,495	56.5%	47,362	43.5%
Citizenship Unknown	6,704	829	54.5%	693	45.5%

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known gender within each citizenship and race/ethnicity category. See page 20 for a description of each citizenship and race/ethnicity category.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table B.11: First-Time Graduate Enrollment by Broad Field and Race/Ethnicity, Fall 2016
(U.S. Citizens and Permanent Residents Only)**

Broad Field	Hispanic/Latino		American Indian/ Alaska Native		Asian		Black/ African American	
Total	44,497	10.9%	2,037	0.5%	28,972	7.1%	48,390	11.8%
Arts and Humanities	2,264	10.7%	113	0.5%	978	4.6%	1,324	6.2%
Biological and Agricultural Sciences	1,824	9.9%	77	0.4%	1,982	10.7%	1,201	6.5%
Business	6,034	9.6%	257	0.4%	5,759	9.1%	7,858	12.5%
Education	9,249	12.2%	408	0.5%	2,750	3.6%	9,411	12.4%
Engineering	2,049	9.9%	47	0.2%	2,915	14.1%	1,162	5.6%
Health Sciences	5,023	8.2%	276	0.5%	4,973	8.1%	6,924	11.3%
Mathematics and Computer Sciences	1,190	8.7%	41	0.3%	2,227	16.3%	1,441	10.6%
Physical and Earth Sciences	762	9.2%	36	0.4%	548	6.6%	303	3.6%
Public Administration and Services	4,139	14.7%	227	0.8%	935	3.3%	5,137	18.3%
Social and Behavioral Sciences	4,279	13.0%	221	0.7%	1,817	5.5%	4,145	12.6%
Other Fields	3,357	11.6%	197	0.7%	1,465	5.1%	3,533	12.2%

Broad Field	Native Hawaiian/ Other Pacific Islander		White		Two or More Races		Race/ Ethnicity Unknown	
Total	742	0.2%	247,716	60.7%	12,069	3.0%	23,952	5.9%
Arts and Humanities	40	0.2%	14,580	68.8%	737	3.5%	1,164	5.5%
Biological and Agricultural Sciences	29	0.2%	11,901	64.4%	627	3.4%	840	4.5%
Business	128	0.2%	37,473	59.4%	1,602	2.5%	4,002	6.3%
Education	168	0.2%	47,631	62.9%	1,983	2.6%	4,140	5.5%
Engineering	39	0.2%	12,801	61.9%	648	3.1%	1,007	4.9%
Health Sciences	131	0.2%	38,564	63.0%	1,791	2.9%	3,523	5.8%
Mathematics and Computer Sciences	21	0.2%	7,473	54.7%	443	3.2%	819	6.0%
Physical and Earth Sciences	10	0.1%	5,996	72.0%	291	3.5%	377	4.5%
Public Administration and Services	72	0.3%	15,483	55.1%	863	3.1%	1,226	4.4%
Social and Behavioral Sciences	56	0.2%	19,263	58.6%	1,315	4.0%	1,776	5.4%
Other Fields	68	0.2%	17,696	61.3%	872	3.0%	1,688	5.8%

Notes: This table only includes U.S. citizens and permanent residents. See Table B.9 for first-time enrollment by broad field for temporary residents. Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known race/ethnicity. See page 20 for a description of each race/ethnicity category. See Appendix D for the survey taxonomy.

Source: CBS/GRE Survey of Graduate Enrollment and Degrees

Table B.12: Total Graduate Enrollment by Institution Type, Carnegie Classification, Gender, and Attendance Status, Fall 2016

Carnegie Classification and Institution Type *	Total	Men	Women	Full-Time	Part-Time
Total	1,839,104	773,921 42.5%	1,045,500 57.5%	1,069,368 58.2%	769,057 41.8%
<i>Public</i>	1,116,365	485,648 43.7%	625,727 56.3%	641,848 57.5%	474,517 42.5%
<i>Private, not-for-profit</i>	578,095	237,114 41.3%	337,000 58.7%	354,469 61.4%	222,947 38.6%
<i>Private, for-profit</i>	96,203	32,557 38.1%	52,934 61.9%	35,609 37.0%	60,594 63.0%
Doctoral: Highest Research	782,436	383,501 49.3%	393,945 50.7%	560,126 71.6%	222,310 28.4%
<i>Public</i>	568,360	275,765 48.9%	287,605 51.1%	395,143 69.5%	173,217 30.5%
<i>Private, not-for-profit</i>	214,076	107,736 50.3%	106,340 49.7%	164,983 77.1%	49,093 22.9%
<i>Private, for-profit</i>	N/A	N/A	N/A	N/A	N/A
Doctoral: Higher Research	298,157	127,099 42.6%	171,058 57.4%	160,760 53.9%	137,397 46.1%
<i>Public</i>	211,344	90,156 42.7%	121,188 57.3%	108,571 51.4%	102,773 48.6%
<i>Private, not-for-profit</i>	86,813	36,943 42.6%	49,870 57.4%	52,189 60.1%	34,624 39.9%
<i>Private, for-profit</i>	N/A	N/A	N/A	N/A	N/A
Doctoral: Moderate Research	244,493	77,655 33.2%	156,126 66.8%	119,861 49.0%	124,632 51.0%
<i>Public</i>	87,696	31,647 36.1%	56,049 63.9%	37,907 43.2%	49,789 56.8%
<i>Private, not-for-profit</i>	92,721	33,156 35.8%	59,565 64.2%	47,681 51.4%	45,040 48.6%
<i>Private, for-profit</i>	64,076	12,852 24.1%	40,512 75.9%	34,273 53.5%	29,803 46.5%
Master's Colleges and Universities	428,204	155,371 36.6%	268,852 63.4%	165,967 38.8%	261,558 61.2%
<i>Public</i>	233,175	82,872 35.5%	150,303 64.5%	88,977 38.2%	144,198 61.8%
<i>Private, not-for-profit</i>	162,902	52,794 33.2%	106,127 66.8%	75,654 46.6%	86,569 53.4%
<i>Private, for-profit</i>	S	S	S	S	S
Other	85,814	30,295 35.3%	55,519 64.7%	62,654 73.0%	23,160 27.0%
<i>Public</i>	15,790	5,208 33.0%	10,582 67.0%	11,250 71.2%	4,540 28.8%
<i>Private, not-for-profit</i>	21,583	6,485 30.0%	15,098 70.0%	13,962 64.7%	7,621 35.3%
<i>Private, for-profit</i>	N/A	N/A	N/A	N/A	N/A

* See pages 20-21 for information about the Carnegie Classification system.

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known gender or attendance status. N/A = Not applicable. S = Suppressed due to small number of institutional respondents in this category.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table B.13: Total Graduate Enrollment by Broad Field, Gender, and Attendance Status, Fall 2016

Broad Field	Total	Men		Women		Full-Time		Part-Time	
Total	1,839,104	773,921	42.5%	1,045,500	57.5%	1,069,368	58.2%	769,057	41.8%
Arts and Humanities	100,845	44,363	44.0%	56,393	56.0%	69,528	68.9%	31,317	31.1%
Biological and Agricultural Sciences	92,165	42,258	45.9%	49,894	54.1%	70,375	76.4%	21,790	23.6%
Business	261,078	139,850	54.9%	115,097	45.1%	128,572	49.8%	129,790	50.2%
Education	294,759	72,556	25.0%	217,200	75.0%	110,351	37.6%	183,501	62.4%
Engineering	160,600	120,772	75.3%	39,606	24.7%	117,020	72.9%	43,580	27.1%
Health Sciences	232,107	51,699	22.3%	179,937	77.7%	136,770	58.9%	95,337	41.1%
Mathematics and Computer Sciences	113,572	76,956	68.5%	35,419	31.5%	72,934	64.6%	39,959	35.4%
Physical and Earth Sciences	52,523	33,089	63.0%	19,434	37.0%	44,604	84.9%	7,919	15.1%
Public Administration and Services	82,771	18,934	22.9%	63,644	77.1%	51,632	62.4%	31,139	37.6%
Social and Behavioral Sciences	137,832	50,666	37.6%	84,117	62.4%	92,878	67.7%	44,275	32.3%
Other Fields	114,894	47,864	41.8%	66,766	58.2%	58,420	50.8%	56,474	49.2%

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known gender or attendance status. See Appendix D for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table B.14: Total Graduate Enrollment by Gender, Attendance Status, and Broad Field, Fall 2016

Broad Field	Men				Women			
	Full-Time		Part-Time		Full-Time		Part-Time	
Total	473,581	61.2%	300,340	38.8%	584,008	55.9%	461,492	44.1%
Arts and Humanities	30,807	69.4%	13,556	30.6%	38,643	68.5%	17,750	31.5%
Biological and Agricultural Sciences	32,471	76.8%	9,787	23.2%	37,904	76.0%	11,990	24.0%
Business	70,617	50.5%	69,233	49.5%	56,414	49.0%	58,683	51.0%
Education	27,699	38.2%	44,819	61.8%	80,447	37.1%	136,563	62.9%
Engineering	86,918	72.0%	33,854	28.0%	29,885	75.5%	9,721	24.5%
Health Sciences	34,108	66.0%	17,591	34.0%	102,197	56.8%	77,740	43.2%
Mathematics and Computer Sciences	48,804	63.4%	28,152	36.6%	23,792	67.2%	11,627	32.8%
Physical and Earth Sciences	28,321	85.6%	4,768	14.4%	16,283	83.8%	3,151	16.2%
Public Administration and Services	10,664	56.3%	8,270	43.7%	40,872	64.2%	22,772	35.8%
Social and Behavioral Sciences	34,539	68.2%	16,127	31.8%	57,581	68.5%	26,536	31.5%
Other Fields	24,334	50.8%	23,530	49.2%	33,958	50.9%	32,808	49.1%

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known attendance status. See Appendix D for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table B.15: Total Graduate Enrollment by Broad Field and Degree Level, Fall 2016

Broad Field	Total	Doctoral		Master's/Other *	
Total	1,839,104	476,074	25.8%	1,371,019	74.2%
Arts and Humanities	100,845	38,991	38.5%	62,210	61.5%
Biological and Agricultural Sciences	92,165	50,545	54.2%	42,669	45.8%
Business	261,078	16,565	6.3%	245,512	93.7%
Education	294,759	61,249	20.7%	234,321	79.3%
Engineering	160,600	61,820	37.9%	101,237	62.1%
Health Sciences	232,107	60,250	25.9%	172,790	74.1%
Mathematics and Computer Sciences	113,572	25,695	22.5%	88,297	77.5%
Physical and Earth Sciences	52,523	38,890	73.6%	13,955	26.4%
Public Administration and Services	82,771	6,199	7.5%	76,681	92.5%
Social and Behavioral Sciences	137,832	59,621	43.2%	78,292	56.8%
Other Fields	114,894	16,469	14.3%	98,342	85.7%

* Includes total enrollment in graduate-level certificate and education specialist programs.

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known degree levels. See Appendix D for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table B.16: Total Graduate Enrollment by Degree Level, Gender, and Broad Field, Fall 2016

Broad Field	Doctoral				Master's/Other *			
	Men		Women		Men		Women	
Total	226,036	48.7%	237,814	51.3%	553,022	40.5%	811,804	59.5%
Arts and Humanities	18,338	47.1%	20,598	52.9%	26,212	42.2%	35,947	57.8%
Biological and Agricultural Sciences	24,174	47.8%	26,361	52.2%	18,549	43.5%	24,064	56.5%
Business	7,524	54.4%	6,299	45.6%	132,839	54.9%	109,284	45.1%
Education	18,569	32.1%	39,241	67.9%	54,272	23.3%	178,382	76.7%
Engineering	46,433	75.3%	15,249	24.7%	76,195	75.3%	24,958	24.7%
Health Sciences	17,666	29.4%	42,387	70.6%	34,211	19.8%	138,137	80.2%
Mathematics and Computer Sciences	18,647	73.8%	6,612	26.2%	58,553	66.9%	28,983	33.1%
Physical and Earth Sciences	25,457	65.5%	13,420	34.5%	7,827	56.1%	6,123	43.9%
Public Administration and Services	2,104	34.6%	3,976	65.4%	16,851	22.0%	59,756	78.0%
Social and Behavioral Sciences	23,116	39.6%	35,224	60.4%	27,613	36.1%	48,911	63.9%
Other Fields	7,946	48.9%	8,308	51.1%	39,855	40.5%	58,438	59.5%

* Includes total enrollment in graduate-level certificate and education specialist programs.

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known gender. See Appendix D for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table B.17: Total Graduate Enrollment by Institution Type, Carnegie Classification, and Citizenship, Fall 2016

Institution Type and Carnegie Classification *	Total	U.S. Citizens and Permanent Residents		Temporary Residents	
Total	1,839,104	1,487,549	81.1%	346,745	18.9%
Institution Type					
Public	1,116,365	894,822	80.1%	221,791	19.9%
Private, not-for-profit	578,095	464,111	79.6%	118,584	20.4%
Private, for-profit	96,203	84,491	97.6%	2,054	2.4%
Carnegie Classification *					
Doctoral: Highest Research	782,436	567,572	71.7%	223,890	28.3%
Doctoral: Higher Research	298,157	243,685	81.5%	55,410	18.5%
Doctoral: Moderate Research	244,493	211,494	90.2%	22,923	9.8%
Master's Colleges and Universities	428,204	387,578	91.5%	36,170	8.5%
Other	85,814	77,220	90.2%	8,352	9.8%

* See pages 20-21 for information about the Carnegie Classification system.

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known citizenship.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table B.18: Total Graduate Enrollment by Broad Field and Citizenship, Fall 2016

Broad Field	Total	U.S. Citizens and Permanent Residents		Temporary Residents	
Total	1,839,104	1,487,549	81.1%	346,745	18.9%
Arts and Humanities	100,845	83,223	83.7%	16,226	16.3%
Biological and Agricultural Sciences	92,165	72,867	78.4%	20,102	21.6%
Business	261,078	210,749	82.7%	44,039	17.3%
Education	294,759	278,469	96.1%	11,365	3.9%
Engineering	160,600	74,397	45.7%	88,451	54.3%
Health Sciences	232,107	218,763	94.7%	12,307	5.3%
Mathematics and Computer Sciences	113,572	51,057	45.4%	61,506	54.6%
Physical and Earth Sciences	52,523	35,326	67.0%	17,417	33.0%
Public Administration and Services	82,771	78,961	96.1%	3,205	3.9%
Social and Behavioral Sciences	137,832	114,390	84.6%	20,812	15.4%
Other Fields	114,894	97,225	84.9%	17,262	15.1%

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known citizenship. See Appendix D for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table B.19: Total Graduate Enrollment by Citizenship, Race/Ethnicity, and Gender, Fall 2016

Citizenship and Race/Ethnicity	Total	Men		Women	
Total	1,839,104	773,921	42.5%	1,045,500	57.5%
U.S. Citizens and Permanent Residents	1,487,549	573,833	38.8%	903,694	61.2%
Hispanic/Latino	148,259	54,606	37.0%	92,978	63.0%
<i>Non-Hispanic:</i>					
American Indian/Alaska Native	7,453	2,614	35.7%	4,716	64.3%
Asian	94,854	41,946	44.6%	52,008	55.4%
Black/African American	184,235	55,804	30.6%	126,820	69.4%
Native Hawaiian/Other Pacific Islander	3,132	1,206	38.8%	1,900	61.2%
White	907,740	362,151	40.1%	540,201	59.9%
Two or More Races	39,159	14,809	38.0%	24,139	62.0%
Race/Ethnicity Unknown	105,938	41,658	39.7%	63,192	60.3%
Temporary Residents	346,745	202,809	58.7%	142,515	41.3%
Citizenship Unknown	10,754	1,833	47.4%	2,035	52.6%

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known gender within each citizenship and race/ethnicity category. See page 20 for a description of each citizenship and race/ethnicity category. See Appendix D for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table B.20: Total Graduate Enrollment by Broad Field and Race/Ethnicity, Fall 2016
(U.S. Citizens and Permanent Residents Only)**

Broad Field	Hispanic/Latino		American Indian/ Alaska Native		Asian		Black/ African American	
Total	148,259	9.9%	7,453	0.5%	94,854	6.4%	184,235	12.4%
Arts and Humanities	8,377	10.1%	474	0.6%	3,469	4.2%	4,444	5.3%
Biological and Agricultural Sciences	6,363	8.7%	341	0.5%	6,658	9.1%	4,235	5.8%
Business	20,040	9.5%	885	0.4%	17,312	8.2%	31,125	14.7%
Education	31,188	11.1%	1,602	0.6%	8,741	3.1%	37,592	13.4%
Engineering	6,804	9.1%	227	0.3%	9,539	12.8%	4,239	5.7%
Health Sciences	16,354	7.5%	1,042	0.5%	17,179	7.8%	26,058	11.9%
Mathematics and Computer Sciences	4,194	8.2%	129	0.3%	7,067	13.8%	5,505	10.8%
Physical and Earth Sciences	2,849	8.1%	151	0.4%	2,398	6.8%	1,149	3.3%
Public Administration and Services	10,871	13.7%	626	0.8%	2,594	3.3%	16,037	20.3%
Social and Behavioral Sciences	13,532	11.8%	746	0.7%	5,967	5.2%	14,544	12.7%
Other Fields	10,001	10.3%	579	0.6%	4,528	4.7%	11,488	11.8%

Broad Field	Native Hawaiian/ Other Pacific Islander		White		Two or More Races		Race/ Ethnicity Unknown	
Total	3,132	0.2%	907,740	60.9%	39,159	2.6%	105,938	7.1%
Arts and Humanities	171	0.2%	58,479	70.3%	2,711	3.3%	5,098	6.1%
Biological and Agricultural Sciences	106	0.1%	49,184	67.5%	2,336	3.2%	3,647	5.0%
Business	713	0.3%	121,399	57.5%	4,738	2.2%	14,834	7.0%
Education	722	0.3%	179,538	64.1%	6,374	2.3%	14,421	5.1%
Engineering	138	0.2%	47,438	63.8%	2,214	3.0%	3,798	5.1%
Health Sciences	492	0.2%	139,386	63.7%	5,503	2.5%	12,949	5.9%
Mathematics and Computer Sciences	114	0.2%	29,153	57.1%	1,551	3.0%	3,344	6.5%
Physical and Earth Sciences	45	0.1%	25,825	73.1%	1,099	3.1%	1,810	5.1%
Public Administration and Services	210	0.3%	43,001	54.4%	2,344	3.0%	3,391	4.3%
Social and Behavioral Sciences	277	0.2%	68,766	60.0%	3,952	3.4%	6,771	5.9%
Other Fields	234	0.2%	61,813	63.6%	2,767	2.8%	5,815	6.0%

Notes: This table only includes U.S. citizens and permanent residents. See Table B.18 for total enrollment by broad field for temporary residents. Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known race/ethnicity. See page 20 for a description of each race/ethnicity category. See Appendix D for the survey taxonomy.

Source: CBS/GRE Survey of Graduate Enrollment and Degrees

Table B.21: Graduate Degrees and Certificates Awarded by Degree Level, Carnegie Classification, and Institution Type, 2015-16

Carnegie Classification and Institution Type *	Doctoral Degrees		Master's Degrees		Certificates	
Total	78,744	100.0%	572,907	100.0%	42,886	100.0%
<i>Public</i>	50,755	65.5%	335,627	60.6%	25,863	62.4%
<i>Private, not-for-profit</i>	23,972	30.9%	193,727	35.0%	14,553	35.1%
<i>Private, for-profit</i>	2,802	3.6%	24,135	4.4%	1,024	2.5%
Doctoral: Highest Research	48,994	62.2%	228,195	39.8%	14,260	33.3%
<i>Public</i>	36,877	75.3%	158,994	69.7%	10,293	72.2%
<i>Private, not-for-profit</i>	12,117	24.7%	69,201	30.3%	3,967	27.8%
<i>Private, for-profit</i>	N/A		N/A		N/A	
Doctoral: Higher Research	12,360	15.7%	93,693	16.4%	9,045	21.1%
<i>Public</i>	8,300	67.2%	63,629	67.9%	6,475	71.6%
<i>Private, not-for-profit</i>	4,060	32.8%	30,064	32.1%	2,570	28.4%
<i>Private, for-profit</i>	N/A		N/A		N/A	
Doctoral: Moderate Research	7,687	9.8%	69,415	12.1%	5,293	12.3%
<i>Public</i>	2,066	26.9%	27,826	40.1%	2,088	39.4%
<i>Private, not-for-profit</i>	2,819	36.7%	30,650	44.2%	2,181	41.2%
<i>Private, for-profit</i>	2,802	36.5%	10,939	15.8%	1,024	19.3%
Master's Colleges and Universities	5,541	7.0%	153,179	26.7%	11,996	28.0%
<i>Public</i>	2,049	37.0%	81,797	53.4%	6,778	56.5%
<i>Private, not-for-profit</i>	3,492	63.0%	58,186	38.0%	5,218	43.5%
<i>Private, for-profit</i>	S		S		S	
Other	4,162	5.3%	28,425	5.0%	2,292	5.3%
<i>Public</i>	1,463	49.6%	3,381	37.5%	229	27.1%
<i>Private, not-for-profit</i>	1,484	50.4%	5,626	62.5%	617	72.9%
<i>Private, for-profit</i>	N/A		N/A		N/A	

* See pages 20-21 for information about the Carnegie Classification system.

Notes: Percentages for Carnegie classifications are the percent of all degrees awarded at that level by institutions with that Carnegie classification. Percentages for institution types are the percent of degrees awarded at that level by institutions with that Carnegie classification. N/A = Not applicable. S = Suppressed due to small number of institutional respondents in this category.

Because not all institutions responded to all items, details may not sum to totals.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table B.22: Graduate Degrees and Certificates Awarded by Degree Level and Broad Field, 2015-16

Broad Field	Doctoral Degrees		Master's Degrees		Certificates	
Total	78,744	100.0%	572,907	100.0%	42,886	100.0%
Arts and Humanities	5,816	8.1%	26,554	5.2%	1,191	3.4%
Biological and Agricultural Sciences	8,518	11.9%	19,346	3.8%	1,089	3.1%
Business	2,336	3.3%	107,899	21.2%	5,098	14.7%
Education	8,878	12.4%	96,235	18.9%	10,732	30.9%
Engineering	9,708	13.6%	48,613	9.6%	1,905	5.5%
Health Sciences	14,029	19.6%	61,390	12.1%	5,009	14.4%
Mathematics and Computer Sciences	3,492	4.9%	36,227	7.1%	1,489	4.3%
Physical and Earth Sciences	5,755	8.0%	7,551	1.5%	370	1.1%
Public Administration and Services	1,229	1.7%	31,407	6.2%	1,098	3.2%
Social and Behavioral Sciences	8,899	12.4%	35,531	7.0%	2,429	7.0%
Other Fields	2,918	4.1%	38,051	7.5%	4,314	12.4%

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known broad fields. See Appendix D for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table B.23: Graduate Certificates Awarded by Broad Field and Gender, 2015-16

Broad Field	Total	Men		Women	
Total	42,886	15,112	36.9%	25,853	63.1%
Arts and Humanities	1,191	483	40.7%	704	59.3%
Biological and Agricultural Sciences	1,089	497	45.9%	585	54.1%
Business	5,098	2,575	51.6%	2,420	48.4%
Education	10,732	2,465	23.1%	8,189	76.9%
Engineering	1,905	1,468	77.1%	437	22.9%
Health Sciences	5,009	1,149	23.2%	3,802	76.8%
Mathematics and Computer Sciences	1,489	925	62.2%	562	37.8%
Physical and Earth Sciences	370	243	65.7%	127	34.3%
Public Administration and Services	1,098	317	29.4%	762	70.6%
Social and Behavioral Sciences	2,429	866	36.1%	1,535	63.9%
Other Fields	4,314	1,688	39.3%	2,610	60.7%

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known gender. See Appendix D for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table B.24: Master's Degrees Awarded by Broad Field and Gender, 2015-16

Broad Field	Total	Men	Men	Women	Women
Total	572,907	241,758	42.6%	326,314	57.4%
Arts and Humanities	26,554	11,262	42.6%	15,182	57.4%
Biological and Agricultural Sciences	19,346	8,901	46.5%	10,253	53.5%
Business	107,899	60,516	56.4%	46,876	43.6%
Education	96,235	22,650	23.7%	72,886	76.3%
Engineering	48,613	36,339	74.8%	12,263	25.2%
Health Sciences	61,390	12,256	20.1%	48,785	79.9%
Mathematics and Computer Sciences	36,227	24,349	67.3%	11,808	32.7%
Physical and Earth Sciences	7,551	4,369	58.0%	3,160	42.0%
Public Administration and Services	31,407	6,798	22.0%	24,040	78.0%
Social and Behavioral Sciences	35,531	13,272	37.6%	21,990	62.4%
Other Fields	38,051	16,175	42.7%	21,732	57.3%

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known gender. See Appendix D for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table B.25: Doctoral Degrees Awarded by Broad Field and Gender, 2015-16

Broad Field	Total	Men	Men	Women	Women
Total	78,744	37,145	47.9%	40,407	52.1%
Arts and Humanities	5,816	2,646	46.0%	3,102	54.0%
Biological and Agricultural Sciences	8,518	4,060	48.3%	4,340	51.7%
Business	2,336	1,220	54.1%	1,035	45.9%
Education	8,878	2,644	30.6%	5,992	69.4%
Engineering	9,708	7,477	77.2%	2,203	22.8%
Health Sciences	14,029	4,201	30.1%	9,759	69.9%
Mathematics and Computer Sciences	3,492	2,566	74.2%	893	25.8%
Physical and Earth Sciences	5,755	3,796	66.4%	1,925	33.6%
Public Administration and Services	1,229	274	22.6%	938	77.4%
Social and Behavioral Sciences	8,899	3,505	39.8%	5,294	60.2%
Other Fields	2,918	1,422	49.3%	1,465	50.7%

Notes: Because not all institutions responded to all items, details may not sum to totals. Percentages are based on total of known gender. See Appendix D for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

APPENDIX C

Data Tables for Trends in Graduate Applications, First-Time Enrollment, Total Enrollment, and Degrees Conferred, 2006-16

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Table C.1: Applications for Admission to Graduate School by Institution Type, Carnegie Classification, and Degree Level, 2006 to 2016

Institution Type, Carnegie Classification, and Degree Level	% Change, 2015 to 2016	Average Annual % Change, 2011 to 2016	Average Annual % Change, 2006 to 2016
Total	1.2%	2.5%	5.7%
Institution Type			
<i>Public</i>	1.6%	2.3%	5.1%
<i>Private, not-for-profit</i>	0.2%	2.8%	6.6%
<i>Private, for-profit</i>	S	N/A	N/A
Carnegie Classification *			
<i>Doctoral: Highest Research</i>	1.3%	2.4%	5.7%
<i>Doctoral: Higher Research</i>	-2.8%	0.8%	4.3%
<i>Doctoral: Moderate Research</i>	8.2%	3.1%	6.9%
<i>Master's Colleges and Universities</i>	-0.6%	3.9%	5.4%
<i>Other</i>	8.7%	6.1%	12.7%
Degree Level			
<i>Doctoral</i>	0.8%	-0.0%	3.3%
<i>Master's/Other **</i>	1.4%	3.8%	7.0%

* See pages 20-21 for information about the Carnegie Classification system.

** Includes applications to graduate-level certificate and education specialist programs.

Notes: Five- and ten-year trend data are unavailable for applications by level. N/A = Not available. S = Suppressed due to small number of institutional respondents in this category. Not all respondents provided applications data by level.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table C.2: Applications for Admission to Graduate School by Broad Field, 2006 to 2016

Broad Field	% Change, 2015 to 2016	Average Annual % Change, 2011 to 2016	Average Annual % Change, 2006 to 2016
Total	1.2%	2.5%	5.7%
Arts and Humanities	-6.2%	-3.4%	0.1%
Biological and Agricultural Sciences	3.1%	0.7%	4.5%
Business	3.2%	1.3%	5.4%
Education	-2.7%	-0.9%	0.2%
Engineering	-0.9%	4.8%	8.4%
Health Sciences	2.8%	5.1%	13.9%
Mathematics and Computer Sciences	5.5%	15.5%	17.2%
Physical and Earth Sciences	5.0%	1.0%	4.0%
Public Administration and Services	-2.3%	0.4%	3.6%
Social and Behavioral Sciences	-3.2%	-1.7%	1.5%
Other Fields	0.8%	-0.5%	1.1%

Note: See Appendix D for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table C.3: Applications for Admission to Graduate School by Broad Field and Degree Level, 2011 to 2016

Broad Field	Doctoral		Master's/Other*	
	% Change, 2015 to 2016	Average Annual % Change, 2011 to 2016	% Change, 2015 to 2016	Average Annual % Change, 2011 to 2016
Total	0.8%	-0.0%	1.4%	3.8%
Arts and Humanities	-7.1%	-3.5%	-4.9%	-3.5%
Biological and Agricultural Sciences	2.8%	-0.3%	3.5%	2.3%
Business	1.3%	-1.4%	3.3%	1.6%
Education	-6.1%	0.4%	-1.9%	-1.2%
Engineering	0.5%	-0.5%	-1.5%	8.4%
Health Sciences	12.1%	4.7%	-0.5%	5.1%
Mathematics and Computer Sciences	-4.1%	-0.2%	8.4%	25.4%
Physical and Earth Sciences	6.1%	1.6%	0.9%	-1.0%
Public Administration and Services	2.8%	-2.0%	-2.6%	0.6%
Social and Behavioral Sciences	-2.7%	-1.3%	-3.9%	-2.3%
Other Fields	-14.5%	-4.2%	3.7%	0.3%

* Includes applications to graduate-level certificate and education specialist programs.

Notes: See Appendix D for the survey taxonomy. Ten-year trend data are unavailable for applications by level.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table C.4: First-Time Graduate Enrollment by Institution Type and Carnegie Classification, 2006 to 2016

Carnegie Classification and Institution Type *	% Change, 2015 to 2016	Average Annual % Change, 2011 to 2016	Average Annual % Change, 2006 to 2016
Total	1.9%	2.8%	2.9%
<i>Public</i>	1.0%	2.8%	2.8%
<i>Private, not-for-profit</i>	3.7%	2.7%	2.9%
<i>Private, for-profit</i>	S	N/A	N/A
Doctoral: Highest Research	4.6%	3.4%	3.9%
<i>Public</i>	4.3%	3.3%	3.6%
<i>Private, not-for-profit</i>	5.6%	3.7%	5.0%
<i>Private, for-profit</i>	N/A	N/A	N/A
Doctoral: Higher Research	-2.4%	2.2%	2.2%
<i>Public</i>	-6.0%	1.7%	1.4%
<i>Private, not-for-profit</i>	8.0%	3.3%	4.1%
<i>Private, for-profit</i>	N/A	N/A	N/A
Doctoral: Moderate Research	0.7%	2.9%	2.4%
<i>Public</i>	-1.9%	1.5%	3.9%
<i>Private, not-for-profit</i>	4.4%	2.8%	0.4%
<i>Private, for-profit</i>	S	N/A	N/A
Master's Colleges and Universities	-1.5%	2.2%	1.2%
<i>Public</i>	-1.1%	2.9%	1.6%
<i>Private, not-for-profit</i>	-2.0%	1.1%	0.7%
<i>Private, for-profit</i>	N/A	N/A	N/A
Other	8.2%	-1.6%	5.0%
<i>Public</i>	15.6%	2.5%	4.6%
<i>Private, not-for-profit</i>	-0.9%	-2.9%	5.6%
<i>Private, for-profit</i>	N/A	N/A	N/A

* See pages 20-21 for information about the Carnegie Classification system.

Notes: N/A = Not available. S = Suppressed due to small number of institutional respondents in this category. Because not all institutions responded to all items, details may not sum to totals.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table C.5: First-Time Graduate Enrollment by Citizenship and Race/Ethnicity, 2006 to 2016

Citizenship and Race/Ethnicity	% Change, 2015 to 2016	Average Annual % Change, 2011 to 2016	Average Annual % Change, 2006 to 2016
Total	1.9%	2.8%	2.9%
U.S. Citizens and Permanent Residents	3.2%	1.9%	2.4%
<i>American Indian/Alaska Native</i>	5.4%	1.8%	-0.5%
<i>Asian/Pacific Islander</i> *	7.8%	3.9%	4.7%
<i>Black/African American</i>	3.6%	3.7%	4.5%
<i>Hispanic/Latino</i>	11.0%	9.7%	7.7%
<i>White</i>	1.4%	0.5%	1.2%
Temporary Residents	-0.9%	7.8%	7.4%
Other/Unknown **	5.3%	0.0%	0.7%

* Includes Asians and Native Hawaiians/Other Pacific Islanders

** Includes U.S. citizens and permanent residents of two or more races, U.S. citizens and permanent residents whose race/ethnicity is not known, and individuals whose citizenship is not known.

Note: See page 20 for a description of each citizenship and race/ethnicity category.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table C.6: First-Time Graduate Enrollment by Citizenship, Race/Ethnicity, and Gender, 2006 to 2016

Citizenship and Race/Ethnicity	% Change, 2015 to 2016	Men		Women		
		Average Annual % Change, 2011 to 2016	Average Annual % Change, 2006 to 2016	% Change, 2015 to 2016	Average Annual % Change, 2011 to 2016	Average Annual % Change, 2006 to 2016
Total	0.3%	2.5%	3.1%	3.1%	3.0%	2.8%
U.S. Citizens and Permanent Residents	2.8%	1.1%	2.4%	3.6%	2.5%	2.4%
<i>American Indian/Alaska Native</i>	-4.4%	-0.2%	-1.7%	10.6%	2.8%	0.1%
<i>Asian/Pacific Islander</i> *	7.3%	2.6%	4.4%	8.1%	5.1%	5.2%
<i>Black/African American</i>	4.5%	4.1%	5.2%	3.1%	3.4%	4.3%
<i>Hispanic/Latino</i>	9.2%	8.4%	8.1%	12.1%	10.5%	7.6%
<i>White</i>	1.1%	-0.2%	1.4%	1.7%	1.0%	1.2%
Temporary Residents	-3.5%	7.8%	6.8%	2.6%	7.8%	8.4%
Other/Unknown **	4.2%	-0.9%	-0.0%	6.8%	0.6%	1.4%

* Includes Asians and Native Hawaiians/Other Pacific Islanders

** Includes U.S. citizens and permanent residents of two or more races, U.S. citizens and permanent residents whose race/ethnicity is not known, and individuals whose citizenship is not known.

Note: See page 20 for a description of each citizenship and race/ethnicity category.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table C.7: First-Time Graduate Enrollment by Broad Field, 2006 to 2016 Broad Field

Broad Field	% Change, 2015 to 2016	Average Annual % Change, 2011 to 2016	Average Annual % Change, 2006 to 2016
Total	1.9%	2.8%	2.9%
Arts and Humanities	-4.6%	-2.0%	-3.4%
Biological and Agricultural Sciences	5.0%	2.6%	2.6%
Business	5.3%	2.7%	2.2%
Education	1.7%	1.0%	-1.3%
Engineering	-0.9%	4.9%	5.3%
Health Sciences	1.0%	4.8%	6.7%
Mathematics and Computer Sciences	1.1%	15.0%	8.3%
Physical and Earth Sciences	4.3%	0.7%	-1.5%
Public Administration and Services	2.6%	2.4%	1.9%
Social and Behavioral Sciences	2.4%	0.1%	-0.6%
Other Fields	2.0%	0.8%	-2.4%

Note: See Appendix D for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table C.8: First-Time Graduate Enrollment by Broad Field and Attendance Status, 2006 to 2016

Broad Field	% Change, 2015 to 2016	Full-Time		Part-Time		
		Average Annual % Change, 2011 to 2016	Average Annual % Change, 2006 to 2016	% Change, 2015 to 2016	Average Annual % Change, 2011 to 2016	Average Annual % Change, 2006 to 2016
Total	1.5%	2.8%	4.0%	2.9%	2.5%	0.9%
Arts and Humanities	-4.9%	-1.9%	-0.8%	-3.3%	-2.4%	-3.1%
Biological and Agricultural Sciences	3.5%	2.3%	3.5%	14.7%	3.0%	3.3%
Business	4.4%	2.2%	4.3%	7.3%	3.8%	0.5%
Education	2.6%	-0.9%	0.6%	0.9%	3.0%	0.1%
Engineering	-1.6%	5.2%	5.7%	3.0%	3.4%	3.3%
Health Sciences	0.7%	5.6%	7.3%	1.6%	2.8%	7.0%
Mathematics and Computer Sciences	-0.0%	15.8%	12.6%	5.6%	12.3%	6.6%
Physical and Earth Sciences	4.9%	1.2%	2.2%	-2.4%	-3.8%	-3.2%
Public Administration and Services	1.1%	2.0%	3.5%	6.3%	3.5%	0.6%
Social and Behavioral Sciences	1.2%	-0.4%	1.5%	7.5%	2.1%	0.6%
Other Fields	2.1%	1.0%	0.4%	1.7%	0.3%	-3.2%

Note: See Appendix D for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table C.9: First-Time Graduate Enrollment by Broad Field and Citizenship, 2006 to 2016

Broad Field	U.S. Citizens and Permanent Residents			Temporary Residents		
	% Change, 2015 to 2016	Average Annual % Change, 2011 to 2016	Average Annual % Change, 2006 to 2016	% Change, 2015 to 2016	Average Annual % Change, 2011 to 2016	Average Annual % Change, 2006 to 2016
Total	3.2%	1.9%	2.4%	-0.9%	7.8%	7.4%
Arts and Humanities	-5.0%	-2.7%	-1.6%	2.0%	5.4%	3.9%
Biological and Agricultural Sciences	7.5%	3.5%	4.5%	-0.7%	0.9%	1.9%
Business	6.8%	3.2%	3.7%	1.4%	1.9%	5.4%
Education	3.1%	1.3%	0.5%	1.7%	4.0%	1.7%
Engineering	8.2%	1.6%	3.9%	-5.6%	8.9%	7.5%
Health Sciences	1.5%	4.9%	8.8%	-3.8%	4.4%	4.6%
Mathematics and Computer Sciences	10.5%	6.2%	5.5%	-3.0%	23.3%	17.9%
Physical and Earth Sciences	7.6%	1.3%	2.0%	-1.0%	0.3%	1.6%
Public Administration and Services	2.6%	2.8%	3.5%	-9.4%	-0.9%	0.7%
Social and Behavioral Sciences	2.0%	-0.3%	1.2%	6.4%	5.1%	4.5%
Other Fields	1.8%	-0.4%	-1.6%	6.1%	9.3%	5.8%

Note: See Appendix D for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table C.10: First-Time Graduate Enrollment by Broad Field and Race/Ethnicity, 2006 to 2016
(U.S. Citizens and Permanent Residents Only)**

Broad Field	% Change, '15 - '16	Avg. Annual % Change, '11 - '16	Avg. Annual % Change, '06 - '16	% Change, '15 - '16	Avg. Annual % Change, '11 - '16	Avg. Annual % Change, '06 - '16	% Change, '15 - '16	Avg. Annual % Change, '11 - '16	Avg. Annual % Change, '06 - '16
	American Indian/Alaska Native			Asian/Pacific Islander *			Black/African American		
Total	5.4%	1.8%	-0.5%	7.8%	3.9%	4.7%	3.6%	3.7%	4.5%
Arts & Humanities	-0.0%	-1.0%	-3.9%	2.7%	1.8%	-0.2%	-0.6%	3.3%	0.3%
Bio. & Agric. Sci.	-6.8%	-0.6%	-2.1%	15.2%	3.5%	7.3%	11.1%	5.9%	7.8%
Business	3.4%	2.9%	0.6%	9.7%	3.0%	3.6%	7.3%	6.2%	8.5%
Education	18.7%	0.6%	-1.3%	7.6%	4.0%	2.9%	2.7%	1.0%	3.4%
Engineering	-31.3%	-4.3%	-3.7%	9.2%	1.2%	3.5%	4.5%	1.8%	3.3%
Health Sciences	-0.4%	4.9%	6.8%	6.5%	8.2%	12.7%	5.8%	9.0%	15.7%
Math & Comp. Sci.	-3.2%	2.7%	-1.9%	19.3%	15.1%	11.2%	3.7%	8.8%	10.6%
Physical & Earth Sci.	33.3%	-0.6%	-2.6%	6.8%	1.5%	3.4%	23.7%	7.1%	2.4%
Public Admin. & Svcs.	5.7%	4.1%	0.4%	-7.2%	1.1%	1.9%	5.2%	3.9%	4.9%
Social & Behav. Sci.	-1.1%	0.8%	-0.6%	6.4%	0.8%	2.3%	1.3%	0.5%	4.1%
Other Fields	9.3%	6.3%	-0.9%	-0.9%	0.6%	-0.3%	4.4%	5.8%	-0.2%
	Hispanic/Latino			White					
Total	11.0%	9.7%	7.7%	1.4%	0.5%	1.2%			
Arts & Humanities	2.3%	2.1%	2.1%	-6.9%	-3.8%	-2.2%			
Bio. & Agric. Sci.	14.7%	14.8%	17.9%	5.1%	2.2%	3.0%			
Business	13.6%	10.4%	6.0%	5.3%	2.0%	2.9%			
Education	12.2%	9.1%	5.2%	1.1%	0.1%	-0.6%			
Engineering	13.7%	7.5%	12.1%	7.7%	1.0%	3.4%			
Health Sciences	11.7%	13.7%	22.3%	-1.0%	3.2%	6.8%			
Math & Comp. Sci.	13.7%	11.0%	6.1%	8.6%	3.5%	3.9%			
Physical & Earth Sci.	14.5%	12.7%	8.8%	6.2%	0.2%	1.4%			
Public Admin. & Svcs.	3.4%	10.1%	14.1%	2.2%	1.1%	1.9%			
Social & Behav. Sci.	4.4%	5.4%	3.8%	1.2%	-1.5%	0.4%			
Other Fields	13.4%	8.5%	7.0%	-0.4%	-2.3%	-2.5%			

* Includes Asians and Native Hawaiians/Other Pacific Islanders

Notes: See Appendix D for the survey taxonomy. See page 20 for a description of each race/ethnicity category.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table C.11: First-Time Graduate Enrollment by Broad Field and Gender, 2006 to 2016

Broad Field	Men			Women		
	% Change, 2015 to 2016	Average Annual % Change, 2011 to 2016	Average Annual % Change, 2006 to 2016	% Change, 2015 to 2016	Average Annual % Change, 2011 to 2016	Average Annual % Change, 2006 to 2016
Total	0.3%	2.5%	3.1%	3.1%	3.0%	2.8%
Arts and Humanities	-7.3%	-2.3%	-3.3%	-2.6%	-1.8%	-3.5%
Biological and Agricultural Sciences	1.8%	1.7%	2.5%	7.6%	3.4%	2.6%
Business	4.8%	1.9%	1.9%	5.8%	3.8%	2.6%
Education	1.0%	1.0%	-2.1%	1.9%	0.9%	-0.9%
Engineering	-2.5%	4.1%	4.7%	3.8%	7.2%	7.2%
Health Sciences	-1.5%	5.0%	6.2%	1.7%	4.8%	6.9%
Mathematics and Computer Sciences	-1.2%	13.2%	8.5%	5.7%	19.3%	7.9%
Physical and Earth Sciences	2.8%	0.3%	-0.5%	6.7%	1.4%	-2.6%
Public Administration and Services	-2.5%	1.1%	0.6%	4.0%	2.9%	2.3%
Social and Behavioral Sciences	-0.0%	-1.0%	-1.0%	3.8%	0.7%	-0.4%
Other Fields	1.3%	0.9%	-2.2%	2.4%	0.8%	-2.6%

Note: See Appendix D for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table C.12: Doctorate-Level First-Time Enrollment by Broad Field and Gender, 2011 to 2016

Broad Field	% Change, 2015 to 2016			Average Annual % Change, 2011 to 2016		
	Total	Men	Women	Total	Men	Women
Total	3.2%	1.7%	4.6%	2.3%	1.4%	3.1%
Arts and Humanities	-1.1%	-4.7%	2.1%	-0.2%	-0.5%	-0.0%
Biological and Agricultural Sciences	5.7%	3.9%	7.2%	1.5%	0.7%	2.1%
Business	6.9%	7.3%	6.5%	3.7%	4.4%	2.7%
Education	3.0%	-0.6%	4.9%	1.8%	2.4%	1.5%
Engineering	8.7%	6.9%	13.0%	3.0%	2.2%	5.5%
Health Sciences	1.6%	-5.2%	4.4%	4.5%	3.0%	5.1%
Mathematics and Computer Sciences	6.2%	5.0%	9.6%	2.3%	1.9%	3.7%
Physical and Earth Sciences	6.2%	5.9%	6.7%	2.0%	1.6%	2.8%
Public Administration and Services	7.7%	4.3%	9.6%	-0.7%	-0.7%	-0.7%
Social and Behavioral Sciences	3.2%	2.2%	3.9%	2.7%	1.4%	3.5%
Other Fields	4.0%	3.2%	4.2%	-2.0%	-2.1%	-1.9%

Notes: See Appendix D for the survey taxonomy. Ten-year trend data are unavailable for first-time graduate enrollment by level.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table C.13: Master's-Level First-Time Enrollment by Broad Field and Gender, 2011 to 2016 *

Broad Field	% Change, 2015 to 2016			Average Annual % Change, 2011 to 2016		
	Total	Men	Women	Total	Men	Women
Total	2.3%	0.8%	3.4%	3.0%	2.9%	3.0%
Arts and Humanities	-6.3%	-8.5%	-4.7%	-2.7%	-3.0%	-2.5%
Biological and Agricultural Sciences	5.5%	1.1%	8.9%	3.6%	2.5%	4.4%
Business	5.4%	5.0%	5.8%	2.8%	2.0%	4.0%
Education	2.3%	2.2%	2.3%	0.9%	0.9%	1.0%
Engineering	-2.6%	-4.1%	2.0%	5.6%	4.9%	7.8%
Health Sciences	1.1%	0.2%	1.3%	4.9%	5.8%	4.7%
Mathematics and Computer Sciences	0.2%	-2.2%	5.2%	18.7%	16.7%	23.2%
Physical and Earth Sciences	1.6%	-2.3%	6.7%	-1.1%	-1.9%	-0.1%
Public Administration and Services	2.5%	-2.9%	4.0%	2.6%	1.2%	3.0%
Social and Behavioral Sciences	2.2%	-0.8%	3.9%	-0.9%	-1.9%	-0.3%
Other Fields	1.9%	1.1%	2.4%	1.3%	1.6%	1.2%

* Includes first-time enrollment in graduate-level certificate and education specialist programs.

Notes: See Appendix D for the survey taxonomy. Ten-year trend data are unavailable for first-time graduate enrollment by level.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table C.14: Total Graduate Enrollment by Institution Type and Carnegie Classification, 2006 to 2016

Carnegie Classification and Institution Type *	% Change, 2015 to 2016	Average Annual % Change, 2011 to 2016	Average Annual % Change, 2006 to 2016
Total	0.9%	-0.0%	1.1%
<i>Public</i>	1.3%	0.8%	1.4%
<i>Private, not-for-profit</i>	2.5%	0.7%	2.0%
<i>Private, for-profit</i>	-2.6%	S	S
Doctoral: Highest Research	2.7%	1.6%	2.3%
<i>Public</i>	2.0%	1.3%	1.8%
<i>Private, not-for-profit</i>	4.9%	2.7%	3.9%
<i>Private, for-profit</i>	N/A	N/A	N/A
Doctoral: Higher Research	-0.4%	-0.5%	1.0%
<i>Public</i>	0.7%	-0.0%	1.3%
<i>Private, not-for-profit</i>	-3.2%	-1.7%	0.3%
<i>Private, for-profit</i>	N/A	N/A	N/A
Doctoral: Moderate Research	1.1%	0.6%	1.7%
<i>Public</i>	-0.5%	1.6%	2.7%
<i>Private, not-for-profit</i>	5.6%	0.9%	1.1%
<i>Private, for-profit</i>	-2.6%	S	S
Master's Colleges and Universities	0.1%	-0.2%	0.0%
<i>Public</i>	-0.2%	-0.1%	-0.3%
<i>Private, not-for-profit</i>	0.4%	-0.4%	0.6%
<i>Private, for-profit</i>	S	S	S
Other	-9.2%	-8.3%	-3.5%
<i>Public</i>	12.1%	3.7%	4.6%
<i>Private, not-for-profit</i>	-0.4%	-2.0%	4.7%
<i>Private, for-profit</i>	N/A	N/A	N/A

* See pages 20-21 for information about the Carnegie Classification system.

Notes: N/A = Not available. S = Suppressed due to small number of institutional respondents in this category.

Not all respondents provided applications data by level.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table C.15: Total Graduate Enrollment by Citizenship and Race/Ethnicity, 2006 to 2016

Citizenship and Race/Ethnicity	% Change, 2015 to 2016	Average Annual % Change, 2011 to 2016	Average Annual % Change, 2006 to 2016
Total	0.9%	-0.0%	1.1%
U.S. Citizens and Permanent Residents	-0.1%	-1.0%	0.7%
<i>American Indian/Alaska Native</i>	-3.7%	-3.7%	-2.0%
<i>Asian/Pacific Islander</i> *	2.8%	1.5%	2.8%
<i>Black/African American</i>	-1.7%	-1.7%	1.8%
<i>Hispanic/Latino</i>	5.6%	4.0%	5.8%
<i>White</i>	-0.9%	-1.7%	-0.1%
Temporary Residents	2.4%	6.0%	5.0%
Other/Unknown **	5.9%	-1.6%	0.1%

* Includes Asians and Native Hawaiians/Other Pacific Islanders

** Includes U.S. citizens and permanent residents of two or more races, U.S. citizens and permanent residents whose race/ethnicity is not known, and individuals whose citizenship is not known.

Note: See page 20 for a description of each citizenship and race/ethnicity category.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table C.16: Total Graduate Enrollment by Citizenship, Race/Ethnicity, and Gender, 2006 to 2016

Citizenship and Race/Ethnicity	% Change, 2015 to 2016	Men		Women		
		Average Annual % Change, 2011 to 2016	Average Annual % Change, 2006 to 2016	% Change, 2015 to 2016	Average Annual % Change, 2011 to 2016	Average Annual % Change, 2006 to 2016
Total	0.2%	0.4%	1.4%	1.4%	-0.3%	0.8%
U.S. Citizens and Permanent Residents	-0.6%	-1.1%	0.8%	0.4%	-1.0%	0.7%
<i>American Indian/Alaska Native</i>	-4.8%	-4.1%	-2.2%	-3.5%	-3.7%	-2.0%
<i>Asian/Pacific Islander</i> *	2.4%	0.9%	2.4%	3.1%	2.0%	3.1%
<i>Black/African American</i>	-1.0%	-0.9%	2.4%	-1.9%	-2.0%	1.5%
<i>Hispanic/Latino</i>	3.8%	3.8%	5.7%	6.6%	4.1%	5.7%
<i>White</i>	-1.6%	-1.8%	0.0%	-0.3%	-1.7%	-0.2%
Temporary Residents	1.6%	6.4%	4.9%	3.5%	5.5%	5.0%
Other/Unknown **	3.3%	-2.6%	-0.5%	8.1%	-1.0%	0.6%

* Includes Asians and Native Hawaiians/Other Pacific Islanders

** Includes U.S. citizens and permanent residents of two or more races, U.S. citizens and permanent residents whose race/ethnicity is not known, and individuals whose citizenship is not known.

Note: See page 20 for a description of each citizenship and race/ethnicity category.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table C.17: Total Graduate Enrollment by Broad Field, 2006 to 2016

Broad Field	% Change, 2015 to 2016	Average Annual % Change, 2011 to 2016	Average Annual % Change, 2006 to 2016
Total	0.9%	-0.0%	1.1%
Arts and Humanities	-3.7%	-2.8%	-3.5%
Biological and Agricultural Sciences	2.0%	1.1%	1.1%
Business	2.7%	-0.7%	0.9%
Education	0.4%	-2.3%	-2.7%
Engineering	1.4%	3.4%	4.1%
Health Sciences	2.3%	4.3%	6.8%
Mathematics and Computer Sciences	6.0%	11.9%	5.1%
Physical and Earth Sciences	1.1%	0.2%	-1.6%
Public Administration and Services	1.3%	1.2%	1.0%
Social and Behavioral Sciences	-2.3%	-2.4%	-1.8%
Other Fields	2.1%	-1.1%	-3.3%

Note: See Appendix D for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table C.18: Total Graduate Enrollment by Broad Field and Attendance Status, 2006 to 2016

Broad Field	% Change, 2015 to 2016	Full-Time		Part-Time		
		Average Annual % Change, 2011 to 2016	Average Annual % Change, 2006 to 2016	% Change, 2015 to 2016	Average Annual % Change, 2011 to 2016	Average Annual % Change, 2006 to 2016
Total	0.6%	0.3%	1.9%	1.3%	-0.5%	-0.0%
Arts and Humanities	-3.2%	-1.9%	-0.6%	-5.2%	-4.8%	-2.9%
Biological and Agricultural Sciences	1.4%	1.1%	2.0%	4.5%	0.2%	1.0%
Business	3.6%	0.4%	3.0%	1.7%	-1.8%	0.5%
Education	-1.0%	-3.3%	-0.8%	1.2%	-1.7%	-2.0%
Engineering	1.4%	4.3%	4.9%	1.3%	1.1%	2.0%
Health Sciences	1.5%	4.3%	7.3%	3.6%	4.2%	7.4%
Mathematics and Computer Sciences	5.1%	12.7%	9.3%	8.2%	10.1%	4.7%
Physical and Earth Sciences	1.1%	0.8%	1.5%	0.9%	-2.7%	-2.2%
Public Administration and Services	0.4%	1.1%	3.2%	2.9%	1.5%	0.1%
Social and Behavioral Sciences	-2.1%	-2.0%	0.6%	-3.0%	-3.3%	-1.5%
Other Fields	1.8%	-0.7%	-0.0%	2.4%	-1.7%	-3.3%

Note: See Appendix D for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table C.19: Total Graduate Enrollment by Broad Field and Citizenship, 2006 to 2016

Broad Field	U.S. Citizens and Permanent Residents			Temporary Residents		
	% Change, 2015 to 2016	Average Annual % Change, 2011 to 2016	Average Annual % Change, 2006 to 2016	% Change, 2015 to 2016	Average Annual % Change, 2011 to 2016	Average Annual % Change, 2006 to 2016
Total	-0.1%	-1.0%	0.7%	2.4%	6.0%	5.0%
Arts and Humanities	-4.3%	-3.4%	-1.6%	2.5%	3.1%	2.0%
Biological and Agricultural Sciences	3.7%	1.5%	2.5%	-1.6%	0.2%	0.7%
Business	3.5%	-0.8%	2.3%	0.5%	1.2%	4.1%
Education	0.6%	-2.3%	-1.5%	1.1%	1.8%	0.4%
Engineering	2.9%	-0.2%	2.3%	1.3%	8.2%	6.8%
Health Sciences	2.3%	4.3%	9.7%	1.7%	3.4%	3.7%
Mathematics and Computer Sciences	6.0%	4.1%	3.4%	6.7%	21.1%	13.9%
Physical and Earth Sciences	1.7%	0.3%	1.2%	0.8%	0.8%	0.7%
Public Administration and Services	1.8%	1.4%	3.0%	-1.9%	2.0%	2.2%
Social and Behavioral Sciences	-3.2%	-2.9%	0.1%	3.6%	2.1%	2.1%
Other Fields	2.0%	-2.1%	-2.2%	6.1%	7.7%	5.1%

Note: See Appendix D for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

**Table C.20: Total Graduate Enrollment by Broad Field and Race/Ethnicity, 2006 to 2016
(U.S. Citizens and Permanent Residents Only)**

Broad Field	% Change, '15 - '16	Avg. Annual % Change, '11 - '16	Avg. Annual % Change, '06 - '16	% Change, '15 - '16	Avg. Annual % Change, '11 - '16	Avg. Annual % Change, '06 - '16	% Change, '15 - '16	Avg. Annual % Change, '11 - '16	Avg. Annual % Change, '06 - '16
	American Indian/Alaska Native			Asian/Pacific Islander *			Black/African American		
Total	-3.7%	-3.7%	-2.0%	2.8%	1.5%	2.8%	-1.7%	-1.7%	1.8%
Arts & Humanities	-7.1%	-5.4%	-3.3%	-2.1%	-1.0%	-0.4%	-0.7%	-0.6%	-1.1%
Bio. & Agric. Sci.	5.3%	0.4%	-1.4%	8.1%	2.8%	4.8%	8.1%	3.0%	4.3%
Business	-2.5%	-3.5%	-0.6%	5.2%	-0.8%	2.0%	0.8%	-2.2%	5.7%
Education	-1.7%	-4.3%	-3.7%	0.0%	0.0%	0.4%	0.8%	-2.0%	0.6%
Engineering	-6.0%	-3.8%	-1.6%	3.7%	-0.4%	1.6%	0.2%	-0.5%	2.5%
Health Sciences	3.0%	1.4%	6.5%	7.8%	8.3%	12.9%	4.7%	7.3%	18.6%
Math & Comp. Sci.	-7.5%	-2.9%	-2.7%	12.8%	9.7%	5.2%	5.2%	8.0%	7.5%
Physical & Earth Sci.	-4.1%	-4.0%	-1.1%	2.7%	2.3%	3.5%	6.0%	-1.5%	-0.5%
Public Admin. & Svcs.	-0.2%	2.3%	-0.3%	-1.6%	1.4%	2.3%	3.5%	1.5%	5.2%
Social & Behav. Sci.	-8.7%	-5.8%	-2.2%	-4.8%	-2.1%	0.7%	-1.8%	-2.6%	1.8%
Other Fields	3.0%	-1.5%	-3.1%	4.5%	0.0%	-0.5%	5.0%	2.1%	-0.9%
	Hispanic/Latino			White					
Total	5.6%	4.0%	5.8%	-0.9%	-1.7%	-0.1%			
Arts & Humanities	0.5%	1.1%	2.9%	-5.3%	-4.1%	-2.1%			
Bio. & Agric. Sci.	11.9%	9.6%	11.5%	1.8%	0.6%	1.5%			
Business	7.8%	2.9%	7.6%	3.2%	-1.0%	1.3%			
Education	4.8%	2.7%	3.0%	-0.1%	-3.1%	-2.2%			
Engineering	5.9%	4.4%	8.0%	2.6%	-0.7%	2.0%			
Health Sciences	8.0%	10.2%	18.4%	0.6%	3.0%	7.8%			
Math & Comp. Sci.	10.3%	8.2%	8.9%	4.0%	2.2%	2.2%			
Physical & Earth Sci.	13.3%	8.3%	8.6%	0.3%	-0.3%	0.6%			
Public Admin. & Svcs.	4.8%	8.6%	10.8%	0.7%	0.1%	1.5%			
Social & Behav. Sci.	-0.1%	1.3%	4.1%	-3.8%	-3.6%	-0.7%			
Other Fields	13.6%	5.2%	4.2%	-0.4%	-3.5%	-3.0%			

* Includes Asians and Native Hawaiians/Other Pacific Islanders

Notes: See Appendix D for the survey taxonomy. See page 20 for a description of each race/ethnicity category.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table C.21: Total Graduate Enrollment by Broad Field and Gender, 2006 to 2016

Broad Field	Men			Women		
	% Change, 2015 to 2016	Average Annual % Change, 2011 to 2016	Average Annual % Change, 2006 to 2016	% Change, 2015 to 2016	Average Annual % Change, 2011 to 2016	Average Annual % Change, 2006 to 2016
Total	0.2%	0.4%	1.4%	1.4%	-0.3%	0.8%
Arts and Humanities	-3.7%	-2.7%	-3.0%	-3.8%	-2.9%	-3.8%
Biological and Agricultural Sciences	0.5%	0.7%	1.1%	3.3%	1.4%	1.0%
Business	2.0%	-0.9%	0.8%	3.6%	-0.4%	1.0%
Education	-1.5%	-2.4%	-3.2%	1.0%	-2.3%	-2.6%
Engineering	0.6%	2.8%	3.8%	3.7%	5.1%	5.3%
Health Sciences	0.6%	4.9%	6.2%	2.8%	4.2%	6.9%
Mathematics and Computer Sciences	4.7%	10.6%	5.9%	9.0%	15.2%	3.7%
Physical and Earth Sciences	0.6%	0.3%	-0.6%	1.9%	0.1%	-3.0%
Public Administration and Services	-2.0%	-0.2%	-0.3%	2.2%	1.7%	1.4%
Social and Behavioral Sciences	-2.5%	-2.2%	-1.6%	-2.3%	-2.6%	-2.0%
Other Fields	2.6%	-0.8%	-2.7%	1.7%	-1.3%	-3.6%

Note: See Appendix D for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table C.22: Doctorate-Level Total Enrollment by Broad Field and Gender, 2011 to 2016

Broad Field	% Change, 2015 to 2016			Average Annual % Change, 2011 to 2016		
	Total	Men	Women	Total	Men	Women
Total	0.0%	-0.5%	0.5%	0.4%	0.5%	0.4%
Arts and Humanities	-2.5%	-2.5%	-2.5%	-1.6%	-1.6%	-1.6%
Biological and Agricultural Sciences	0.7%	-0.4%	1.8%	0.5%	0.5%	0.6%
Business	-0.7%	-1.1%	-0.2%	0.2%	0.5%	-0.1%
Education	-0.3%	-0.8%	-0.1%	-1.5%	-1.1%	-1.8%
Engineering	2.5%	1.7%	4.9%	2.1%	1.7%	3.4%
Health Sciences	3.0%	-0.3%	4.4%	4.8%	4.0%	5.1%
Mathematics and Computer Sciences	1.8%	1.4%	3.3%	1.8%	1.4%	3.1%
Physical and Earth Sciences	1.0%	0.5%	2.1%	1.1%	1.0%	1.1%
Public Administration and Services	-0.0%	-1.6%	0.8%	-0.4%	-0.3%	-0.4%
Social and Behavioral Sciences	-2.3%	-2.2%	-2.3%	-1.5%	-1.2%	-1.7%
Other Fields	-2.0%	-1.2%	-2.6%	-1.9%	-1.9%	-1.9%

Notes: See Appendix D for the survey taxonomy. Ten-year trend data are unavailable for total graduate enrollment by level.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table C.23: Master's-Level Total Enrollment by Broad Field and Gender, 2011 to 2016 *

Broad Field	% Change, 2015 to 2016			Average Annual % Change, 2011 to 2016		
	Total	Men	Women	Total	Men	Women
Total	1.3%	0.6%	1.7%	-0.1%	0.4%	-0.5%
Arts and Humanities	-5.7%	-5.5%	-5.9%	-3.8%	-3.6%	-3.9%
Biological and Agricultural Sciences	4.7%	2.8%	5.9%	2.1%	1.1%	2.8%
Business	3.1%	2.3%	3.9%	-0.7%	-0.9%	-0.3%
Education	0.8%	-1.4%	1.5%	-2.5%	-2.8%	-2.4%
Engineering	1.2%	0.5%	3.5%	4.4%	3.8%	6.4%
Health Sciences	2.2%	1.2%	2.4%	4.2%	5.3%	3.9%
Mathematics and Computer Sciences	7.6%	6.0%	10.7%	17.8%	16.3%	21.1%
Physical and Earth Sciences	1.4%	1.5%	1.7%	-2.0%	-2.0%	-2.0%
Public Administration and Services	1.4%	-2.1%	2.4%	1.4%	-0.0%	1.9%
Social and Behavioral Sciences	-2.4%	-2.7%	-2.2%	-3.2%	-3.0%	-3.2%
Other Fields	2.8%	3.5%	2.5%	-0.9%	-0.4%	-1.2%

* Includes first-time enrollment in graduate-level certificate and education specialist programs.

Notes: See Appendix D for the survey taxonomy. Ten-year trend data are unavailable for total graduate enrollment by level.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table C.24: Graduate Degrees and Certificates Awarded by Degree Level and Institution Type, 2005-06 to 2015-16

Degree Level and Institution Type	% Change, '14-15 to '15-16	Average Annual % Change, '10-11 to '15-16	Average Annual % Change, '05-06 to '15-16
Doctoral Degrees	2.7%	4.1%	4.7%
<i>Public</i>	2.4%	4.5%	4.5%
<i>Private, not-for-profit</i>	3.8%	3.7%	4.4%
<i>Private, for-profit</i>	S	S	S
Master's Degrees	3.2%	0.9%	2.4%
<i>Public</i>	3.7%	1.8%	2.6%
<i>Private, not-for-profit</i>	4.3%	2.0%	3.2%
<i>Private, for-profit</i>	3.8%	S	S
Graduate-Level Certificates	11.8%	9.9%	N/A
<i>Public</i>	19.1%	14.2%	N/A
<i>Private, not-for-profit</i>	4.0%	5.9%	N/A
<i>Private, for-profit</i>	S	S	N/A

Notes: N/A = Not available. S = Suppressed due to small number of institutional respondents in this category. Ten-year trend data are unavailable for graduate-level certificates.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table C.25: Graduate Degrees and Certificates Awarded by Degree Level and Carnegie Classification, 2005-06 to 2015-16

Degree Level and Carnegie Classification *	% Change, '14-15 to '15-16	Average Annual % Change, '10-11 to '15-16	Average Annual % Change, '05-06 to '15-16
Doctoral Degrees	2.7%	4.1%	4.7%
<i>Doctoral: Highest Research</i>	3.9%	3.0%	2.9%
<i>Doctoral: Higher Research</i>	-6.2%	4.5%	5.6%
<i>Doctoral: Moderate Research</i>	7.0%	6.2%	12.7%
<i>Master's Colleges and Universities</i>	7.1%	11.9%	28.5%
<i>Other</i>	1.7%	6.9%	16.8%
Master's Degrees	3.2%	0.9%	2.4%
<i>Doctoral: Highest Research</i>	3.9%	3.1%	3.9%
<i>Doctoral: Higher Research</i>	0.8%	0.7%	2.1%
<i>Doctoral: Moderate Research</i>	8.2%	2.2%	2.7%
<i>Master's Colleges and Universities</i>	4.1%	0.1%	1.5%
<i>Other</i>	-8.7%	-8.0%	-2.4%
Graduate-Level Certificates	11.8%	9.9%	N/A
<i>Doctoral: Highest Research</i>	39.8%	16.4%	N/A
<i>Doctoral: Higher Research</i>	20.7%	12.4%	N/A
<i>Doctoral: Moderate Research</i>	-32.3%	4.0%	N/A
<i>Master's Colleges and Universities</i>	11.9%	11.0%	N/A
<i>Other</i>	-2.1%	-4.1%	N/A

* See pages 20-21 for information about the Carnegie Classification system.

Notes: N/A = Not available. Ten-year trend data are unavailable for graduate-level certificates.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table C.26: Graduate Degrees and Certificates Awarded by Degree Level, Institution Type, and Gender, 2005-06 to 2015-16

Degree Level and Institution Type	Men			Women		
	% Change, '14-15 to '15-16	Average Annual % Change, '10-11 to '15-16	Average Annual % Change, '05-06 to '15-16	% Change, '14-15 to '15-16	Average Annual % Change, '10-11 to '15-16	Average Annual % Change, '05-06 to '15-16
Doctoral Degrees	2.1%	4.3%	3.5%	3.2%	3.7%	6.0%
<i>Public</i>	0.9%	4.6%	3.4%	3.8%	4.2%	5.6%
<i>Private, not-for-profit</i>	4.1%	4.0%	3.1%	3.3%	3.3%	5.7%
<i>Private, for-profit</i>	S	S	S	S	S	S
Master's Degrees	4.3%	1.7%	2.9%	2.3%	0.4%	2.2%
<i>Public</i>	5.1%	2.9%	3.4%	2.7%	1.0%	2.1%
<i>Private, not-for-profit</i>	4.7%	1.9%	3.3%	3.8%	2.0%	3.4%
<i>Private, for-profit</i>	2.9%	0.2%	S	4.0%	1.0%	S
Graduate-Level Certificates	23.1%	11.7%	N/A	5.2%	8.2%	N/A
<i>Public</i>	30.6%	17.8%	N/A	12.7%	11.1%	N/A
<i>Private, not-for-profit</i>	16.4%	7.3%	N/A	-3.6%	5.1%	N/A
<i>Private, for-profit</i>	S	S	N/A	S	S	N/A

Notes: N/A = Not available. S = Suppressed due to small number of institutional respondents in this category. Ten-year trend data are unavailable for graduate-level certificates.

Source: CBS/GRE Survey of Graduate Enrollment and Degrees

Table C.27: Graduate Degrees and Certificates Awarded by Degree Level, Carnegie Classification, and Gender, 2005-06 to 2015-16

Degree Level and Carnegie Classification *	% Change, '14-15 to '15-16	Men		Women		
		Average Annual % Change, '19-11 to '15-16	Average Annual % Change, '05-06 to '15-16	% Change, '14-15 to '15-16	Average Annual % Change, '19-11 to '15-16	Average Annual % Change, '05-06 to '15-16
Doctoral Degrees	2.1%	4.3%	3.5%	3.2%	3.7%	6.0%
<i>Doctoral: Highest Research</i>	3.8%	3.4%	2.4%	3.9%	2.5%	3.5%
<i>Doctoral: Higher Research</i>	-9.8%	4.7%	4.3%	-2.8%	4.0%	6.9%
<i>Doctoral: Moderate Research</i>	11.8%	8.0%	10.3%	4.8%	5.4%	14.2%
<i>Master's Colleges and Universities</i>	6.6%	18.7%	25.1%	6.9%	9.2%	28.5%
<i>Other</i>	-0.5%	6.0%	11.9%	3.2%	7.5%	20.8%
Master's Degrees	4.3%	1.7%	2.9%	2.3%	0.4%	2.2%
<i>Doctoral: Highest Research</i>	4.1%	3.2%	4.2%	3.8%	3.0%	3.7%
<i>Doctoral: Higher Research</i>	1.5%	1.6%	2.9%	-0.1%	-0.0%	1.7%
<i>Doctoral: Moderate Research</i>	13.4%	3.3%	3.3%	5.6%	1.7%	2.4%
<i>Master's Colleges and Universities</i>	6.4%	1.2%	1.8%	2.9%	-0.4%	1.4%
<i>Other</i>	-8.0%	-7.5%	-3.2%	-9.1%	-8.3%	-1.9%
Graduate-Level Certificates	23.1%	11.7%	N/A	5.2%	8.2%	N/A
<i>Doctoral: Highest Research</i>	55.7%	19.8%	N/A	30.6%	13.8%	N/A
<i>Doctoral: Higher Research</i>	24.7%	14.3%	N/A	6.4%	7.5%	N/A
<i>Doctoral: Moderate Research</i>	-11.0%	2.0%	N/A	-33.7%	4.9%	N/A
<i>Master's Colleges and Universities</i>	4.5%	13.4%	N/A	13.8%	9.7%	N/A
<i>Other</i>	-3.6%	-4.2%	N/A	-1.3%	-4.0%	N/A

* See pages 20-21 for information about the Carnegie Classification system.

Notes: N/A = Not available. Ten-year trend data are unavailable for graduate-level certificates.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table C.28: Graduate-Level Certificates Awarded by Broad Field and Gender, 2010-11 to 2015-16

Broad Field	Total		Men		Women	
	% Change, 2014-15 to 2015-16	% Change, 2010-11 to 2015-16	% Change, 2014-15 to 2015-16	% Change, 2010-11 to 2015-16	% Change, 2014-15 to 2015-16	% Change, 2010-11 to 2015-16
Total	11.8%	9.9%	23.1%	11.7%	5.2%	8.2%
Arts and Humanities	13.7%	5.1%	19.9%	11.0%	9.3%	2.0%
Biological and Agricultural Sciences	26.1%	18.0%	44.0%	30.8%	13.7%	10.4%
Business	35.2%	10.2%	49.4%	10.3%	18.4%	9.0%
Education	4.6%	1.9%	1.4%	1.1%	4.4%	1.9%
Engineering	38.6%	22.5%	38.8%	24.2%	35.1%	17.3%
Health Sciences	8.9%	11.7%	3.7%	14.9%	9.2%	10.4%
Mathematics and Computer Sciences	13.3%	21.4%	15.8%	20.7%	9.0%	22.5%
Physical and Earth Sciences	2.4%	22.6%	9.0%	23.3%	-8.6%	21.2%
Public Administration and Services	38.0%	9.7%	42.2%	12.6%	39.1%	7.9%
Social and Behavioral Sciences	3.2%	1.4%	1.1%	-0.1%	4.3%	1.9%
Other Fields	19.0%	8.8%	24.6%	19.9%	16.4%	3.9%

Notes: See Appendix D for the survey taxonomy. Ten-year trend data are unavailable for graduate-level certificates.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table C.29: Master's Degrees Awarded by Broad Field and Gender, 2005-06 to 2015-16

Broad Field	Total			Men			Women		
	% Change, '14/15 - '15/16	Avg. Annual % Change, '10/11 - '15/16	Avg. Annual % Change, '05/06 - '15/16	% Change, '14/15 - '15/16	Avg. Annual % Change, '10/11 - '15/16	Avg. Annual % Change, '05/06 - '15/16	% Change, '14/15 - '15/16	Avg. Annual % Change, '10/11 - '15/16	Avg. Annual % Change, '05/06 - '15/16
Total	3.2%	0.9%	2.4%	4.3%	1.7%	2.9%	2.3%	0.4%	2.2%
Arts & Humanities	-3.7%	-1.7%	-0.3%	-4.4%	-1.5%	-0.1%	-3.1%	-1.8%	-0.4%
Bio. & Agric. Sci.	15.2%	7.2%	5.1%	22.1%	8.0%	5.2%	9.9%	6.7%	5.2%
Business	3.0%	0.4%	3.1%	3.2%	-0.2%	2.3%	3.0%	0.9%	4.1%
Education	0.8%	-3.7%	-1.7%	0.6%	-3.0%	-1.5%	0.8%	-3.9%	-1.7%
Engineering	12.2%	6.6%	6.1%	12.9%	5.7%	5.8%	10.2%	9.7%	7.1%
Health Sciences	13.7%	7.8%	11.1%	15.1%	9.8%	11.2%	13.5%	7.4%	11.1%
Math & Comp. Sci.	7.4%	17.6%	9.3%	20.7%	17.0%	8.6%	-12.1%	18.9%	11.0%
Physical & Earth Sci.	0.7%	2.0%	1.1%	-0.1%	2.1%	1.4%	1.6%	1.7%	0.7%
Public Adm. & Svcs.	1.0%	2.6%	2.7%	-0.6%	1.1%	1.6%	1.6%	3.1%	3.0%
Social & Behav. Sci.	-0.3%	0.2%	2.1%	-1.4%	-0.2%	2.4%	0.3%	0.3%	1.9%
Other Fields	4.2%	-0.3%	0.5%	4.8%	0.6%	0.9%	3.9%	-0.8%	0.2%

Note: See Appendix D for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

Table C.30: Doctoral Degrees Awarded by Broad Field and Gender, 2005-06 to 2015-16

Broad Field	Total			Men			Women		
	% Change, '14/15 - '15/16	Avg. Annual % Change, '10/11 - '15/16	Avg. Annual % Change, '05/06 - '15/16	% Change, '14/15 - '15/16	Avg. Annual % Change, '10/11 - '15/16	Avg. Annual % Change, '05/06 - '15/16	% Change, '14/15 - '15/16	Avg. Annual % Change, '10/11 - '15/16	Avg. Annual % Change, '05/06 - '15/16
Total	2.7%	4.1%	4.7%	2.1%	4.3%	3.5%	3.2%	3.7%	6.0%
Arts & Humanities	0.1%	1.2%	2.0%	-3.2%	1.0%	1.3%	3.2%	1.3%	2.5%
Bio. & Agric. Sci.	0.8%	2.2%	3.7%	3.4%	2.3%	2.9%	-1.6%	1.8%	4.5%
Business	19.0%	8.9%	7.1%	17.2%	5.3%	5.4%	21.5%	14.6%	9.6%
Education	-2.9%	1.1%	3.1%	-8.4%	0.5%	1.7%	-0.8%	1.3%	3.9%
Engineering	0.0%	3.7%	3.7%	1.4%	3.5%	3.2%	-4.9%	4.6%	5.6%
Health Sciences	9.5%	7.9%	17.0%	8.8%	9.2%	12.6%	10.0%	7.5%	19.1%
Math & Comp. Sci.	-5.3%	3.2%	4.2%	0.3%	3.1%	4.3%	-19.4%	3.3%	4.1%
Physical & Earth Sci.	3.4%	2.9%	3.1%	6.0%	2.7%	2.6%	-1.5%	3.5%	4.1%
Public Admin. & Svcs.	-5.4%	2.4%	4.4%	-7.5%	-0.2%	2.6%	-5.1%	3.8%	6.1%
Social & Behav. Sci.	-0.6%	1.4%	2.4%	3.8%	2.8%	2.5%	-3.7%	0.5%	2.2%
Other Fields	-1.1%	3.1%	1.6%	-5.4%	3.2%	1.0%	2.4%	2.8%	2.2%

Note: See Appendix D for the survey taxonomy.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

APPENDIX D

Taxonomy of Fields of Study

ARTS AND HUMANITIES

Arts – History, Theory, and Criticism

Art History, Criticism, and Conservation
Ethnomusicology
Music History, Literature, and Theory
Musicology
Theatre Literature, History and Criticism
Arts – History, Theory, and Criticism, Other

Arts – Performance and Studio

Arts, Entertainment, and Media Management
Crafts/Craft Design
Dance
Design and Applied Arts
Drama/Theatre Arts
Film/Video and Photographic Arts
Fine and Studio Arts
Music
Arts – Performance and Studio, Other

English Language and Literature

American Literature
English Language and Literature
English Literature
Rhetoric and Composition Writing Studies
English Language and Literatures, Other

Foreign Languages and Literatures

African Languages and Literatures
American Sign Language
Asiatic Languages and Literatures
Celtic Languages and Literatures
Classics and Classical Languages and Literatures
Germanic Languages and Literatures
Iranian/Persian Languages and Literatures
Modern Greek Language and Literature
Romance Languages and Literatures
Slavic, Baltic, and Albanian Languages and Literatures
Foreign Languages and Literatures, Other

History

American History
European History
History and Philosophy of Science and Technology
History, General
History, Other

Philosophy

Ethics
Logic
Philosophy
Philosophy, Other

Arts and Humanities, Other

Linguistic, Comparative, and Related Language Studies and Services
Humanities/Humanistic Studies
Liberal Arts and Sciences
Liberal Arts
Arts and Humanities, Other

BIOLOGICAL AND AGRICULTURAL SCIENCES

Agriculture, Natural Resources, and Conservation

Agricultural and Domestic Animal Services
Agricultural and Food Products Processing
Agricultural Business and Management
Agricultural Economics
Agricultural Mechanization
Agricultural Production
Agricultural Public Services
Agriculture, General
Agronomy
Animal Sciences
Applied Horticulture
Fishing and Fisheries Sciences and Management
Food Science and Technology
Forestry
Horticultural Business Services
International Agriculture
Natural Resources and Conservation
Natural Resources Management and Policy
Parks, Recreation, and Leisure Facilities Management
Parks, Recreation, and Leisure Studies
Plant Sciences

Soil Sciences
Wildlife and Wildlands Science
and Management
Agriculture, Natural Resources,
and Conservation, Other

Biological and Biomedical Sciences

Anatomical Sciences
Animal Biology
Bacteriology
Biochemistry
Bioinformatics
Biology, General
Biomathematics
Biometry
Biophysics
Biotechnology
Botany/Plant Biology
Cell/Cellular Biology
Computational Biology
Developmental Biology
Ecology
Entomology
Epidemiology
Evolution
Genetics
Immunology
Microbiological Sciences
Molecular Biology
Molecular Medicine
Neurosciences
Parasitology
Pathology
Pharmacology
Physiology
Population Biology
Systematics
Toxicology
Zoology
Biological and Biomedical
Sciences, Other

BUSINESS

Accounting

Accounting
Auditing
Taxation

Banking and Finance

Banking and Financial Support
Services
Credit Management
Financial Planning and Services
International Finance
Investments and Securities
Public Finance

Business Administration and Management

Business Administration and
Management
Business Operations
Business/Commerce, General
Construction Management
E-Commerce
Entrepreneurship
Hospitality Administration/
Management
Human Resources Development
Human Resources Management
Labor and Industrial Relations
Logistics and Supply Chain
Management
Operations Management
Organizational Leadership
Organizational Management
Project Management
Small Business Operations
Sport and Fitness
Administration/Management
Telecommunications
Management
Business Administration and
Management, Other

Business, Other

Business Statistics
Business/Corporate
Communications
Business/Managerial Economics
Insurance
International Business
Management Information
Systems
Management Science
Marketing
Marketing Management
Merchandising
Real Estate

Sales
Business Fields, Other

EDUCATION

Education Administration

Educational Administration
Educational Leadership
Educational Supervision

Curriculum and Instruction

Curriculum and Instruction

Early Childhood Education

Early Childhood Education and
Teaching
Kindergarten/Preschool
Education and Teaching

Elementary Education

Elementary Education and
Teaching
Elementary-Level Teaching
Fields

Educational Assessment, Evaluation, and Research

Educational Assessment,
Testing, and Measurement
Educational Evaluation and
Research
Educational Psychology
Educational Statistics and
Research Methods
Learning Sciences
School Psychology

Higher Education

Higher Education
Higher Education
Administration

Secondary Education

Secondary Education and
Teaching
Secondary-Level Teaching Fields

Special Education

Education/Teaching of Students
w/ Specific Disabilities
Education/Teaching of Students
w/ Specific Learning
Disabilities
Education/Teaching of the
Gifted and Talented
Special Education and Teaching
Other Special Education Fields

Student Counseling and Personnel

Services
College Student Counseling and
Personnel Services
Counselor Education
School Counseling and Guidance
Services
Student Counseling and
Personnel Services, Other

Education, Other

Adult and Continuing Education
Bilingual, Multilingual, and
Multicultural Education
Education, General
Educational/Instructional Media
Design
Health and Physical Education
International and Comparative
Education
Junior High/Middle School
Education and Teaching
Outdoor Education
Social and Philosophical
Foundations of Education
Teaching English as a Second or
Foreign Language
Other Education Fields

ENGINEERING

Chemical Engineering

Chemical and Biomolecular
Engineering
Chemical Engineering

Civil Engineering

Architectural Engineering
Civil Engineering
Construction Engineering
Environmental/Environmental
Health Engineering
Geotechnical and
Geoenvironmental Engineering
Structural Engineering
Surveying Engineering
Transportation and Highway
Engineering
Water Resources Engineering

Computer, Electrical, and Electronics Engineering

Computer Engineering
Computer Hardware
Engineering
Computer Software Engineering
Electrical Engineering
Electronics Engineering
Laser and Optical Engineering
Telecommunications
Engineering

Industrial Engineering

Industrial Engineering
Manufacturing Engineering
Operations Research

Materials Engineering

Ceramic Sciences and
Engineering
Materials Engineering
Materials Science
Metallurgical Engineering
Polymer/Plastics Engineering

Mechanical Engineering

Engineering Mechanics
Mechanical Engineering

Engineering, Other

Aeronautical Engineering
Aerospace Engineering
Agricultural Engineering
Biochemical Engineering
Biomedical/Medical Engineering
Electromechanical Engineering
Engineering Chemistry

Engineering Physics
Engineering Science
Forest Engineering
Geological/Geophysical
Engineering
Mining and Mineral Engineering
Naval Architecture and Marine
Engineering
Nuclear Engineering
Ocean Engineering
Paper Science and Engineering
Petroleum Engineering
Systems Engineering
Textile Sciences and Engineering
Engineering, Other

HEALTH AND MEDICAL SCIENCES

Allied Health
Alternative and Complementary
Medicine
Audiology
Bioethics/Medical Ethics
Chiropractic (excluding D.C. and
D.C.M.)
Clinical/Medical Laboratory
Science/Research
Communication Disorders
Sciences and Services
Dentistry and Oral Sciences
(excluding D.D.S. and D.M.D.)
Dietetics and Clinical Nutrition
Services
Environmental Health
Exercise Science
Health and Medical
Administrative Services
Health Sciences
Health/Medical Preparatory
Programs
Kinesiology
Medical Sciences (excluding
M.D.)
Mental and Social Health
Services
Nursing
Nutrition Sciences
Occupational Therapy
Optometry (excluding O.D.)
Osteopathic Medicine (excluding
D.O.)

Pharmaceutical Sciences
(excluding Pharm.D.)
Physical Therapy
Physician Assistant
Podiatry (excluding D.P.M., D.P.
and Pod.D.)
Public Health
Rehabilitation and Therapy
Speech-Language Pathology
Veterinary Biomedical and
Clinical Science
Veterinary Medicine (excluding
D.V.M.)
Health and Medical Sciences,
Other

MATHEMATICS AND COMPUTER SCIENCES

Mathematical Sciences

Actuarial Science
Applied Mathematics
Mathematics
Probability
Statistics
Mathematical Sciences, Other

Computer and Information Sciences

Computer and Information
Sciences, General
Computer Programming
Computer Science
Computer Software and Media
Applications
Computer Systems Analysis
Computer Systems Networking
and Telecommunications
Computer/Information
Technology Administration
and Management
Data Processing
Information Sciences/Studies
Microcomputer Applications
Computer and Information
Sciences, Other

PHYSICAL AND EARTH SCIENCES

Chemistry

Analytical Chemistry
Chemical Plastics
Chemistry, General
Environmental Chemistry
Forensic Chemistry
Inorganic Chemistry
Medicinal and Pharmaceutical
Chemistry
Organic Chemistry
Physical Chemistry
Polymer Chemistry
Theoretical Chemistry
Chemistry, Other

Earth, Atmospheric, and Marine Sciences

Aquatic Biology/Limnology
Atmospheric Sciences
Biological Oceanography
Earth Sciences
Geochemistry
Geological Sciences
Geophysics and Seismology
Geosciences
Hydrology
Marine Biology
Marine Sciences
Meteorology
Oceanography
Paleontology
Earth, Atmospheric, and Marine
Sciences, Other

Physics and Astronomy

Acoustics
Astronomy
Astrophysics
Atomic/Molecular Physics
Condensed Matter and Materials
Physics
Elementary Particle Physics
Nuclear Physics
Optics/Optical Sciences
Physics
Planetary Astronomy and
Science
Plasma and High-Temperature
Physics
Solid State Physics

Theoretical and Mathematical
Physics
Physics and Astronomy, Other

Natural Sciences, Other

Natural Sciences, General
Physical Sciences, General
Science Technologies
Natural Sciences, Other

PUBLIC ADMINISTRATION AND SERVICES

Public Administration

Community Organization and
Advocacy
Public Administration

Social Work

Social Work
Youth Services/Administration
Social Work, Other

SOCIAL AND BEHAVIORAL SCIENCES

Anthropology and Archaeology

Anthropology
Archaeology

Economics

Applied Economics
Econometrics
Economics
International Economics

Political Science

International Relations
Political Science and
Government
Public Policy Analysis

Psychology

Applied Psychology
Clinical Psychology
Cognitive Psychology
Community Psychology
Comparative Psychology
Counseling Psychology
Developmental and Child Psychology
Experimental Psychology
Forensic Psychology
Industrial and Organizational Psychology
Personality Psychology
Physiological Psychology
Psycholinguistics
Psychology, General
Psychometrics
Psychopharmacology
Quantitative Psychology
Research and Experimental Psychology
Social Psychology
Psychology, Other

Sociology

Demography
Rural Sociology
Sociology

Social Sciences, Other

Adult Development and Aging
Area, Ethnic, Cultural, Gender, and Group Studies
Criminal Justice/Criminology
Geography and Cartography
Gerontology
Social Sciences, General
Urban Studies/Affairs
Social Sciences, Other

OTHER FIELDS

Architecture and

Environmental Design

Architectural History and Criticism
Architectural Sciences and Technology
Architecture
City/Urban, Community and Regional Planning
Environmental Design
Interior Architecture
Landscape Architecture
Real Estate Development
Architecture and Environmental Design, Other

Communications and Journalism

Advertising
Communication and Media Studies
Communications Technologies
Journalism
Mass Communication
Public Relations
Publishing
Radio, Television, and Digital Communication
Speech Communication
Communications and Journalism, Other

Family and

Consumer Sciences

Apparel and Textiles
Family and Consumer Economics
Family and Consumer Sciences
Family Studies
Foods, Nutrition, and Wellness Studies
Housing and Human Environments
Human Development
Human Sciences
Work and Family Studies
Family and Consumer Sciences, Other

Library and Archival Sciences

Archives/Archival Administration
Library and Information Science
Library and Archival Sciences, Other

Religion and Theology

Philosophy and Religious Studies, General
Religion/Religious Studies
Theology and Religious Vocations (excluding M.Div., M.H.L., B.D., and Ordination)
Religion and Theology, Other

Other Fields

Fire Protection
Homeland Security
Interdisciplinary Studies
Legal Research and Professional Studies (excluding L.L.B. and J.D.)
Military Technologies
Multidisciplinary Studies
Other Fields Not Previously Classified

APPENDIX E

Survey Instrument

CGS/GRE® Survey of Graduate Enrollment and Degrees

2016 _____ Data Sheet

Institution: _____

GRE Institution Code: _____

[Print](#)

I. Graduate Enrollment for 2016 Fall Term						
	First Time			Total (Includes First Time)		
	Men	Women	Total	Men	Women	Total
Master's and Other *						
Doctorate						
Total						
Full Time						
Part Time						
Total						

II. Number of Degrees Conferred between July 1, 2015, and June 30, 2016			
	Men	Women	Total
Master's and Other *			
Doctorate			
Graduate Certificate			

III. Number of Completed Applications Submitted for 2016 Fall Term			
	Master's and Other*	Doctorate	Total
Accepted			
Not Accepted			
Total			

IV. Graduate Enrollment by Race/Ethnicity for 2016 Fall Term							
		First-Time			Total (Includes First Time)		
		Men	Women	Total	Men	Women	Total
Non-Resident Aliens (Temporary Residents)							
U.S. Citizens and Permanent Residents	Hispanic/Latino (of any race)						
	American Indian/Alaskan Native						
	Asian						
	Black/African American						
	Native Hawaiian/Other Pacific Islander						
	White						
	Two or More Races						
	Race/Ethnicity Unknown						
Citizenship Unknown							
Total							

* Other includes other non-doctoral programs (for example, graduate certificate programs and educational specialist programs) except in question II where graduate certificates are reported separately.

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